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ABSTRACT

Units of study to help secondary students learn about the aging process are provided. There are five units. Major concepts taught in the first unit, "Chronological Aging," are that aging is a continual process, that generational cycles ensure survival, and that species depend on each other for survival. In the second unit, students learn that physical aging is variable and results in changes and that genetics and environment affect the aging process. Unit III focuses on "Sociocultural Aging." Social factors that form attitudes toward aging behavior, factors determining age options, and older people in different cultures are studied. In Unit IV, "Psychological Aging," students learn that people can learn and change throughout their lives. "Attitudes and Aging" is the theme of the concluding unit; major concepts taught are that people have different roles throughout their lives, that planning for anticipated changes is helpful, and that people's extended life experiences are valuable for others. For each unit learner objectives, activities, and resources are suggested. (RM)

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Aging Curriculum

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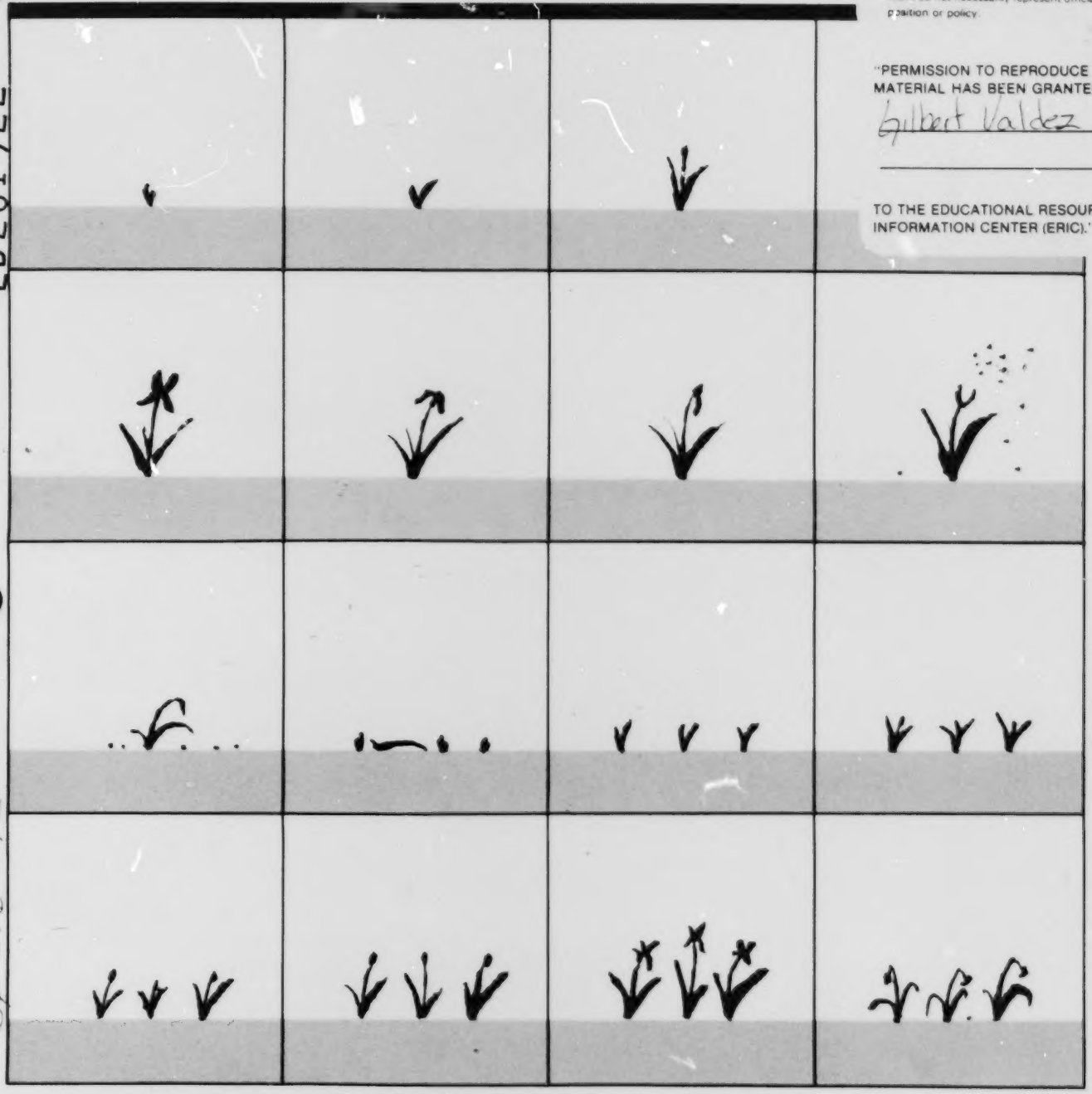

Secondary

7·12

A Joint Project of
Minnesota Department of Education
& Minnesota Board on Aging

AGING CURRICULUM

FOR SECONDARY

SCHOOLS 7-12

A Joint Project of
Minnesota Department of Education
& Minnesota Board on Aging
Fall, 1984

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CSC College of St. Catherine
Audiovisual Center
2004 Randolph Avenue
St. Paul, MN 55105
(612) 290-6658
Contact for further information

CST College of St. Thomas
Center for Senior Citizens Education
St. Paul, MN 55105
(612) 647-5221
Contact for further information

DPL Duluth Public Library
Film Department
101 West 2nd Street
Duluth, MN 55802
(218) 722-5803
Contact for further information

HCL Hennepin County Library
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Edina, MN 55435
(612) 830-4900
Loans to MELSA library cardholders

IHCC Inver Hills Community College
Learning Resources Center
8445 College Trail
Inver Grove Heights, MN 55075
(612) 455-9621
Loans to Minnesota State Employees

LSS Lutheran Social Services
Film Library
Minneapolis, MN 55407
(612) 871-0221
Contact for further information

MBA Minnesota Board on Aging
204 Metro Square
St. Paul, MN 55101
(612) 296-2770

MGE Minnesota Growth Exchange
501 West St. Germain, Suite 319
St. Cloud, MN 56301
(612) 253-0930
(free loan)

MLFC Minnesota Library Film Circuit
St. Paul, MN 55101
(612) 296-2821
Contact for further information

MPLIC Minneapolis Public Library and Information Center
Film Desk
Minneapolis, MN 55401
(612) 372-6558
Loaned to MELSA library cardholders; small service charge.

MDH Minnesota Department of Health
Section of Health Education
717 SE Delaware Street
Minneapolis, MN 55440
(612) 296-5478
Free to Minnesotans; request in writing.

MDPW Minnesota Department of Public Welfare
Medical Library
Oak Terrace Nursing Home
Minnetonka, MN 55343
(612) 934-4100
Free to Minnesota Residents

RPL Rochester Public Library
Broadway at First Street SE
Rochester, MN 55901
(507) 288-9070
Contact for further information

SJH St. John's Hospital
Community Relations
St. Paul, MN 55106
(612) 228-3600
Contact for further information

SPPL St. Paul Public Library
90 West 4th Street
St. Paul, MN 55102
(612) 292-6311
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SSO Social Security Offices

Austin - 402 2nd Street NW, 55912
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Duluth - 227 West 1st Street, 55802
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Minneapolis - 1811 Chicago Avenue, 55404
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St. Cloud - Federal Building, 56301
(612) 251-1383

St. Paul - 316 North Robert, 55101
(612) 725-7901

Winona - 356 East Samia, 55987
(507) 452-3460

UOM University of Minnesota
Audiovisual Library Service
Continuing Education and Extension
Minneapolis, MN 55414
(612) 373-3810
Contact for further information

WCOA Westonka Counseling for Older Adults
5801 Bartlett Boulevard
Mound, MN 55364
(612) 472-6127
Free of charge

WOCC Worthington Community College
Audio Visual Department
Worthington, MN 56187
(507) 372-2107
Contact for further information

Other Acronyms

AARP American Association of Retired People

CLASP Children Learning About Aging in a Structural Program
Rockland Public Schools
Rockland, MA, 1982

OWL Older Women's League

NCSS National Council of Senior Citizens

RSVP Retired Senior Volunteer Program

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INTRODUCTION

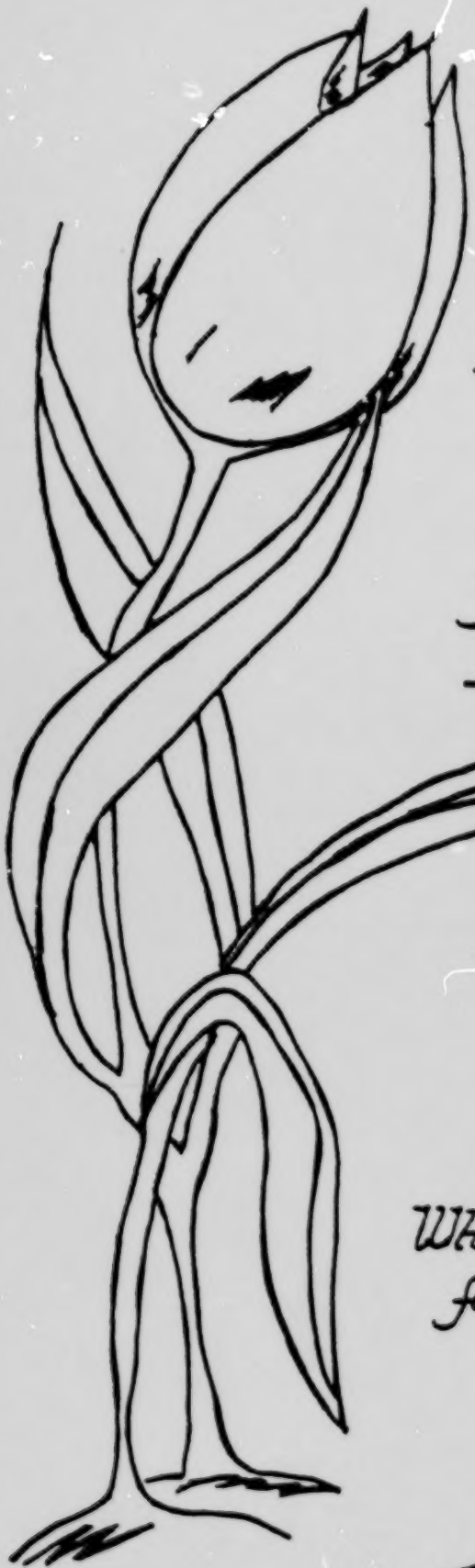
One of the long range goals of the Minnesota Board on Aging is the development of intergenerational understanding and the dispelling of myths which surround older persons and the aging process. So it was natural that the Board on Aging begin working with the Minnesota State Department of Education to develop an elementary and secondary school curriculum that aims to promote intergenerational understanding at the earliest levels of formal education.

These curriculum packets were developed by a committee comprised of members of the Minnesota Board on Aging, representatives from the Minnesota Department of Education, active and retired elementary and secondary school teachers and others interested and involved in the field of aging.

These curriculum packets are suggested guides only, not mandated courses of instruction. Teachers should feel free to use any of the concepts, learning objectives, and suggested activities, but also to modify, update, and upgrade them as they see fit.

The Minnesota Board on Aging recognizes the invaluable contribution of Dr. Gilbert Valdez of the Minnesota State Department of Education, his staff, the members of the Joint Intergenerational Study Committee and, especially, Jim Tift, Director of Training and Education for the Minnesota Board on Aging. Please accept the Board on Aging's sincere appreciation and thanks.

Abraham (Dutch) Kastenbaum
Chairman, Intergenerational Study Committee
Vice-Chair, Minnesota Board on Aging



You put seeds in the ground.
They grow.
They bud.
And beautiful flowers appear.

After a time, the flowers fade.
They fall off.
They die.

For flowers, and for all of us –
For everything, "there is a season"

Which means, there is a time
for every living thing
to grow and to flourish
and then to die.

I: CHRONOLOGICAL AGING

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT I: Chronological Aging

THEME: To develop an understanding that aging is a natural life process.

CONCEPT A: Aging is a continual process of growing, learning, maturing and dying.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Identification of the challenges and rewards of each stage of life: infancy, childhood, adolescence, youth, early adulthood, middle years, older years.	A) Discuss Erik H. Erikson's "Eight Stages of the Human Life Cycle." Which stage is most rewarding in our culture? Who gives rewards at each age.	Erik H. Erikson's "Eight Stages of the Human Life Cycle" (Shirley Olson, St. Paul Central Aging Unit). *
	B) View film "Everybody Rides the Carousel" and follow the discussion guide.	Anoka County Library-Melsa Library. (612) 780-1463.
	C) Have students read Shakespeare's "The Seven Ages of Man" and the poem "The Seven Ages of a Newspaper Subscriber."	Copies of Shakespeare's "The Seven Ages of Man" (As You Like It, Act II, Sc. 7, ls. 149-176) and Phyllis McGinley's "The Seven Ages of a Newspaper Subscriber."+
	D) Have students write their own poem entitled either "The Seven Ages of a Television Viewer" or "The Seven Ages of a Money Spender."	"You're Only Old Once Activities," Julie Kacalek, Tom Jaggers, Spring Lake Park High School. Barb Braun, WCCO TV Public Affairs
2) Discuss different attitudes toward chronological aging and the disadvantages and consequences of such attitudes.	A) a. Draw time line on board. Hand out student copies of time line.	Student time line.
	b. Fill in appropriate activities for each grade level.	

*N.B. There are other theories.

+ Times Three, New York, Viking, 1960. p. 163

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT I: Chronological Aging

THEME: To develop an understanding that aging is a natural life process.

CONCEPT A: Aging is a continual process of growing, learning, maturing and dying.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Discuss different attitudes toward chronological aging and the disadvantages and consequences of such attitudes.	A) c. Discuss what are the reasons that some activities were excluded at each age level. B) a. View film "Youth Maturity, Old Age, Death Series: The Art of Silence." b. Discuss how Marcel Marceau lets you know through body language which stage of life he was showing. c. Are Marcel Marceau's movements true to your observation? d. Can you think of some older person you know who does not seem to behave in the way Marcel Marceau shows you, yet is in the life stage depicted? e. What does this mean in light of so called "typical" behavior of older people?	"The Art of Silence," UOM, NF0703, color, 8 minutes, $9.00, Audio Visual Library.

ERIK H. ERIKSON'S EIGHT STAGES OF THE HUMAN LIFE CYCLE

I. Infancy - Birth to age 2

Crisis: Trust vs. Mistrust.

Trust: Accepting the world as a safe place.

Mistrust: Fearful, feeling vulnerable in an unsafe world.

II. Early Childhood - Ages 2-3

Crisis: Autonomy vs. Shame and Doubt.

Autonomy: Proud of being self governing, of being able to exist independently, of controlling one's own mind, body, and environment.

Shame and Doubt: Lacking confidence; feeling unworthy, unsure of one's ability to control one's mind, body, and environment.

III. Play Age - Ages 4-5

Crisis: Initiative vs. Guilt.

Initiative: Taking the introductory step without outside influence or control. Thinking thoughts, starting projects on one's own.

Guilt: Feeling one's done wrong by asking silly questions, doing things on one's own that one shouldn't have.

IV. School Age - Ages 5-11

Crisis: Industry vs. Inferiority.

Industry: Feeling competent, trying, and knowing one can do something well.

Inferiority: Feeling worthless because one can't do anything well.

V. Youth - Adolescence - Ages 12-18 to 20 years

Crisis: Identity v.s Identity Confusion.

Identity: The realization of one's own unique self. Knowing where you are growing.

Identity Confusion: Not knowing who you are. Not having identified or recognized the elements of your unique self. Not having resolved any of life's directions or fundamental questions.

VI. Young Adulthood - Ages 18-30

Crisis: Intimacy vs. Isolation.

Intimacy: Caring for another person and sharing identity, but not losing identity when friendship or love's responsibilities require self assertion.

Isolation: Fearing the rejection and responsibilities that come with intimacy and retreating into a lonely identity.

VII. Adulthood - Ages 30-65

Crisis: Generativity vs. Stagnation.

Generativity: Loving family and friends, creating, working at jobs and hobbies, giving life meaning beyond one's own life and, therefore, sensing a kind of immortality.

Stagnation: Failing to develop as a person, living for the moment, rather than establishing and guiding the next generation.

VIII. Mature Age - Age 65 and beyond

Crisis: Integrity vs. Despair.

Integrity: Having achieved safisfying intimacy with other human beings, adapting to the triumphs and disappointments of the generative activities as a parent and worker, and, therefore, reaching the end of life with an acceptance and satisfaction, a feeling of wholeness.

Despair: A longing for what might have been, looking at life as a series of missed opportunities, feelings of misery, hopelessness and cynicism.

Erik H. Erikson: Psychoanalyst and Professor of Developmental Psychology at Harvard who developed the theory of the 8 crises of the Human Life cycle. Born in Germany in 1902 of Danish parents.

Crisis: In Erikson's terms, not a catastrophe, but a crucial time when a new dimension of a person's interaction with himself and the social environment becomes possible, a time of heightened potential.

Ego: The self, especially as contrasted to another self or the world.

Adolescence: From the Latin word "becoming." Becoming an adult. The state or process of growing up.

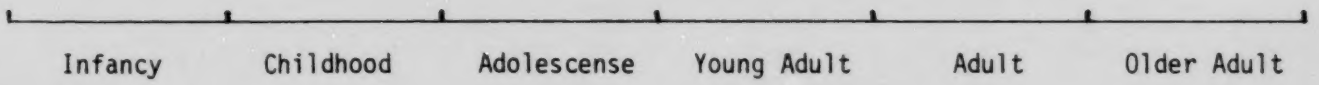
Theory: A hypothesis, assumed for the sake of argument, an unproved assumption, a plausible general principle.

EVERYBODY RIDES THE CAROUSEL

As you watch this film, make a note of the kind of activities in each crisis period that demonstrate what Erikson is talking about.

I.	INFANCY	Trust	vs.	Mistrust
II.	EARLY CHILDHOOD	Autonomy	vs.	Shame
III.	PLAY AGE	Initiative	vs.	Guilt
IV.	SCHOOL AGE	Industry	vs.	Inferiority
V.	YOUTH	Identity	vs.	Identity Confusion
VI.	YOUNG ADULTHOOD	Intimacy	vs.	Isolation
VII.	ADULTHOOD	Generativity	vs.	Stagnation
VIII.	MATURE AGE	Integrity	vs.	Despair

CHRONOLOGICAL AGING STUDENT TIME LINE*



Fill in appropriate activities for each age level.

a. Playing tennis
b. Reading a book
c. Watching TV
d. Attending a rock concert
e. Attending a classical concert
f. Going backpacking
g. Falling in love
h. Hugging and kissing
i. Wearing make-up
j. Swimming
k. Sitting on grass
l. Going dancing
m. Changing hair color
n. Wearing bright colors

* Repeat this activity after Unit Three: Sociocultural Aging.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT I: Chronological Aging

THEME: To develop an understanding that aging is a natural life process.

CONCEPT B: Generational cycles will ensure the survival of the human species.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Understand that death is an outcome of life and that it can occur at any age.	A) Center a discussion about death with the following questions stressing that death can occur at any age. a. Have you experienced someone's death? b. Why do you think some parents won't let children go to funerals? c. How did you deal with the death you experienced? d. Do you ever think of your own death? e. Do you ever think of the possible death of your special older friend (or any older person that you know)? f. How have you learned how most people react to a death of a loved one? g. Is there a difference when the loved one is old? h. Does this discussion make you uncomfortable? Why?	
	B) View film "The Street." (Death of a grandmother in a St. Urbain St., Montreal, Jewish family) Center a discussion around the following questions: a. What happens when older people want to die and can't?	"The Street" UOM NS1469, color, 10 minutes, $11.00.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT I: Chronological Aging

THEME: To develop an understanding that aging is a natural life process.

CONCEPT B: Generalization cycles will ensure the survival of the human species.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Understand that death is an outcome of life and that it can occur at any age.	A) b. Can an older person's life extend beyond usefulness to society, to family? Why or why not? c. What is our responsibility in letting older people die with dignity? What is the present status of the law in connection with allowing older people to reject massive life support systems? d. How is this Jewish family different from most white, Anglo-Saxon, Protestant families as they deal with the grandmother? Would Catholics deal with this differently? Why or why not?	
2) Become aware that each day people are born and die and that the young carry on from the old.	A) View film "Death of a Gandy Dancer." Center a discussion around questions on discussion sheet. (The class could be divided into five groups and take each section or discuss with the entire class.)	"Death of a Gandy Dancer," UOM order #751580, discussion sheet.
	B) Introduce and view filmstrip "Gramp: A Man Ages and Dies." (See discussion sheets for format to follow and questions to ask.)	"Gramp: A Man Ages and Dies," WOCC, IHCC, 1976 Sunburst Department, TG - 39 Washington Avenue, Pleasantville, New York, 10570, pp. 7-12. Discussion sheets.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT I: Chronological Aging

THEME: To develop an understanding that aging is a natural life process.

CONCEPT B: Generational cycles will ensure the survival of the human species.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
3) Describe ways in which children and adults can appreciate the meanings and contributions of each stage of life in relation to the life span.	A) Have the student write a "Special Older Person" essay. a. Have students write an essay about their special older person: grandparent, older relative, or friend. b. The essay should include information about activities, places, impressions, trips, smells, songs that they connect with themselves, etc. c. This activity could be done at the beginning of the unit and again at the end.	

DEATH OF A GANDY DANCER
Questions for Discussion

I. Ben and Josh

1) What are some of the values Ben is transmitting to his grandson, Josh?

2) How are the maple trees, and the process of tapping trees, a means of focusing on this intergenerational relationship?

3) What does the train ride mean to Ben and Josh's relationship?

4) Why does Josh have a difficult time accepting his grandfather's terminal illness.

II. Ben and Cancer

5) How did you respond to the Doctor's decision to talk to Ben's daughter and son-in-law before talking to Ben?

6) When in the film did you think Ben realized he was dying? Were his reactions in any way related to Kubler-Ross's five stage of dying?

III. Margaret's Response to Ben's Illness

7) Why does Margaret not want Ben to know he is dying?

8) Were Margaret's reactions in any way related to Kubler-Ross's five stages of dying?

9) How does Margaret's response to Ben's desire to die at home demonstrate her acceptance of the experience of death in her life?

IV. The Thanksgiving Day Dinner

10) Why is this the climactic scene in the film?

11) What image of aging is being presented in this scene?

12) Why is it significant that Josh is the one who rushes over to Ben and embraces him warmly after Ben has communicated his feelings?

V. General Questions

13) What is the director trying to communicate by beginning and ending the film with scenes showing Ben and Josh together, tapping the maple trees?

14) How is the film an example of the communication breakdown that results when death becomes a part of a family's experience?

15) How do Josh's parents help him learn to accept the experience of death in his life?

CHRONOLOGICAL AGING - "GRAMP: A MAN AGES AND DIES"

1. Introduce the filmstrip to the students. This is a first-hand account of how a close family member affects his family through degeneration and then his death. Pay close attention to the process of aging and also the family's obligations to their grandpa.

2. View filmstrip.

3. Follow-up activities:

   A) "Words and Concepts Activity Sheet"
   B) "Review Questions"
   C) "Questions for Discussion"
   D) "Suggested Activities."

4. Words and Concepts

   A) Dying with dignity (death with dignity)
   B) Senility
   C) Degenerative process (changes)
   D) "Second childhood"
   E) "Extended family"
   F) Physical disability, inability or incapacity
   G) Progressive illness (symptoms)
   H) Nursing home
   I) Erratic behavior
   J) Intellectual functioning
   K) Withdrawal from the family
   L) Intravenous feeding
   M) Coma
   N) Spirit, or life force.

"GRAMP: A MAN AGES AND DIES"

A. Review Questions

1) What were some of the first signs, behavioral and physical, of Gramp's senility?

Answer - *Gramp stopped hanging out at a local garage, a habit of fifteen years; he stopped driving; he became outspoken, blunt, and insensitive at times; he sometimes didn't recognize people he knew; he became unable to take care of himself.*

2) Why did the Tugend family reject one of the options Dr. Kline suggested--to put Gramp in a nursing home?

Answer - *First, they felt that with five adults they could take care of Gramp themselves; second, they felt that Gramp wouldn't have been able to stand being confined; and, finally, they wanted to let him die with dignity.*

3) What were some of the things Gramp did to make Nink say that he was experiencing his "second childhood."

Answer - *Gramp would "slip into his own private, imaginary world," "see" things, dress up in various funny outfits. He seemed to relate best to Hillary, his great-grand-daughter.*

4) As his faculties deteriorated further, what was Gramp's behavior like?

Answer - *He would forget where his room was, wander about, and fall asleep anywhere, he would take things and hide them or take things apart; sometimes at night, he would upset all the furniture in his room. However, he would have occasional "comebacks" when he managed to function normally.*

5) What event or occasion forced Dan to realize that Gramp was actually going to die and that he was ready to die?

Answer - *Gramp removed his false teeth and said he wouldn't be needing them anymore. He said to Dan, "Let's get out of here. We're about to be conquered by the women of the season."*

6) What were some of Dan's feelings after Gramp died and his body was taken to the funeral home?

Answer - *He didn't feel an "overwhelming sense of relief" as he might have expected, but a tinge of emptiness--a feeling that he would miss the craziness Gramp had brought into his life. Dan also felt "an enormous amount of respect" for his grandfather.*

7) What other things happened to Dan and his family as a result of taking care of Gramp through his last months?

Answer - *Dan stated that it brought the family closer together. Their experiences in caring for Gramp also gave them a better understanding and deeper acceptance of the kind of man he was.*

B. Questions for Discussion

1) What did you think of the photographs Dan and Mark Jury took of their grandfather? How did these pictures make you feel? Did these close-up views of aging, senility, and death make you more, or less, sympathetic to the needs, wishes, and fears of aging people?

2) How did the Tugends' experiences taking care of Gramp and watching him move toward death help them deal with and accept his death? Do you think it helped them get a deeper sense of him as a person? Do you think it may have helped them prepare for their own deaths? Did watching this filmstrip give you a better understanding of the process of dying? If so, how?

3) How did the fact that they were a kind of "extended family" help the Tugends cope with Gramp's illness and death? Could a person (son, daughter, grandchild) cope with this experience alone? Should he or she be expected to?

4) What are a family's obligations to its elders? Should a family take the aging parent into its home? Does putting a parent or grandparent in a nursing home mean the child or grandchild doesn't care about the relative? When would a nursing home be a recommended solution?

5) Dying with dignity is a concept you have probably heard or read about; the right to die and the right to life are issues of debate in the courts and on political platforms. What do these concepts and issues mean to you? Did Gramp manage to die with dignity? Is it possible to die with dignity? Does living out your life in a nursing home preclude the possibility of aging and dying with dignity? What about modern means of sustaining life? What feelings do you think make people want to keep their loved ones alive, no matter how it is done?

6) Can a person prepare for death? How? Would it be harder for someone who has lived for seventy or eighty years, or for someone who is twenty or thirty and knows he is dying?

C. Suggested Activities

1) People deal with death in a variety of ways, depending, in part, on their cultural background. Have students research the different ways of dying in other cultures and present their findings to the class. Then conduct a discussion of the differences and similarities between the way Americans approach death and the way peoples of other cultures approach it. To focus the discussion, you might ask if Dan Jury's feelings would seem alien to people in another culture or if other cultures (name particular ones as presented by students) are more or less open about death than we are.

2) Have students find out all they can about "living wills," "right to life" positions on death, the legal and ethical issues about medical technology and death. Then organize a debate, using regular debating procedures, on questions such as: Are living wills a reasonable means of assuring a person death with dignity? Is the question of whether a person's family or doctor has the right to decide to "pull the plug" on life-sustaining machinery one for the Supreme Court to decide?

3) What do psychologists and physicians say about preparation for death? Have students find out the theories and opinions on death on any of these people: Erik Erikson, Sigmund Freud, Elisabeth Kubler-Ross, Robert Jay Lifton, Carl Jung.

4) Gramp is one young man's account of his experiences and feelings as he witnessed his grandfather's process of dying. Students may wish to read other personal accounts of the death of a loved one. There are many in literature, in novel form, poetry, essays, and nonfiction narratives. Examples include: Death Be Not Proud by John Gunther, and Eric by Doris Lund, both first-person accounts by parents on the untimely deaths of their children; "Do Not Go Gentle Into That Good Night," a poem by Dylan Thomas; and "I Never Sang for My Father," a play by Robert Anderson.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT I: Chronological Aging

THEME: To develop an understanding that aging is a natural life process.

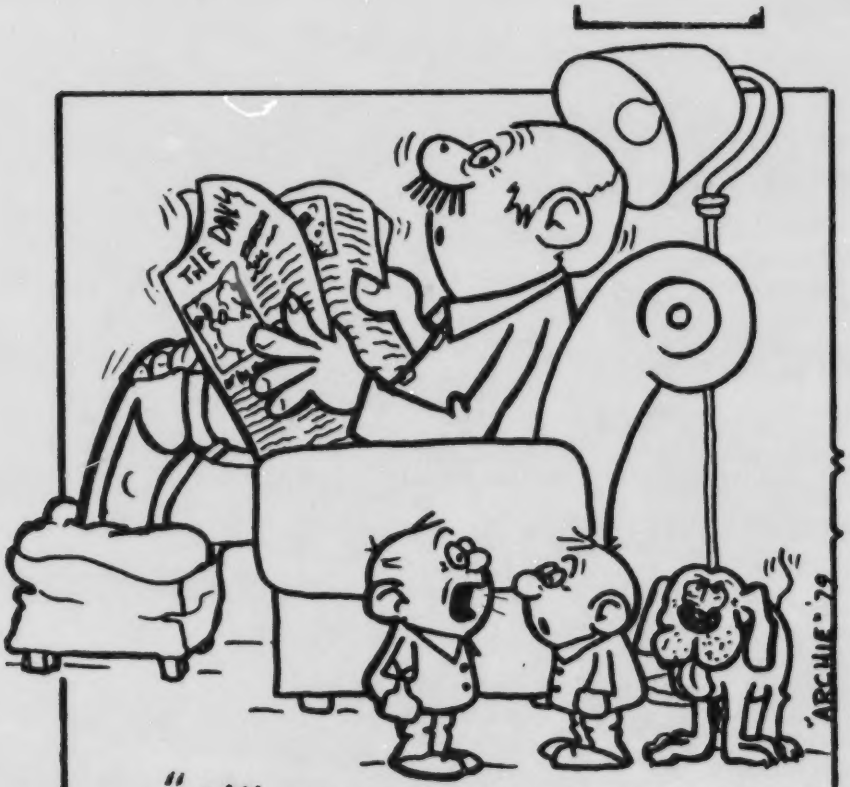
CONCEPT C: Plants, animals, and humans all have different life spans.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Recognize the differences and similarities of the needs of various organisms for survival.	A) Use the list given in resources to question a special old age friend. B) Make sure you convey that you are making no value judgments about them. C) Do not press a question if they do not want to answer. D) Share your evaluation of your friend's overall health ONLY if the friend wants you to do so. E) Rank each item on a scale of 1-10, 10 being highest. Add scores and bring to class. F) Class rank all scores for each item (add all scores together for each item). G) What is the most common good health factor? What is the least common good health factor? What is the highest score, the lowest score? In which areas could the community help older people to better health? What is the community now doing? H) How does the class sample of older people compare to state or national figures?	Sheet on demographics concerning trends to produce overall health in older people.

Demographics concerning trends to produce overall health in older people

1) Inherited long lived parents;
2) Healthful personal habits;
3) Health resources used;
4) Cultural acceptance;
5) Economics, pensions, savings etc., adequate to support staff;
6) Regular recreation, relaxation, sleep;
7) Regular, enjoyable social life;
8) Positive feelings about retirement;
9) Disease history and present state.

II. PHYSICAL/BIOLOGICAL AGING



"- MY GRAMPS IS A SENIOR CITIZEN AND HE CAN WIGGLE HIS EARS AND EVEN TAKE HIS TEETH OUT AND PUT 'EM IN A GLASS - SO THERE!"

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT A: Physical aging among individuals is variable.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) List physical aging signs and identify those considered most universal and/or stereotypic.	A) Students will complete the activity "Age Level Stages."	Activity: "Age Level Stages."
	B) Students will complete the activity "Inconvenience-Empathy" Role Play.	Activity: "Inconvenience-Empathy" Role Play and teacher background information.
	C) a. Discuss love, sex and older people. What do you think happens to romantic love in age? What makes you think so? How do you feel about the idea of older people marrying or remarrying?	
	b. View film "Blessings of Love" (cartoon portrayal of young to old love).	Film "Blessings of Love" NS1663, color, 9 minutes $19.75, UOM.
	c. What do you think of the couple in this movie?	
	d. How realistic do you find them?	
	e. Were any of your former ideas changed?	

PHYSICAL/BIOLOGICAL AGING

Activity: "Age Level Stages"

A. Have students divide into small groups 4-6.

B. Beginning with the age of 15, have each student demonstrate a mannerism or characteristic they see as associated with age 15, 30, 45, 65, 80, and 95.

C. At the end of the activity have the groups share:

1) What characteristics they thought were similar to an age level?
2) What characteristics they thought were different?
3) What did they learn about stereotyping different stages of aging?
4) What does that tell us?

Activity: "Inconvenience-Empathy" Role Play

A. Divide students into groups of 2-4.

B. Direct students to develop individual role-play situations given the knowledge:

1) One older person living with family members;
2) There is one bathroom at the end of the hallway.
3) Examples of situations may be:

a. Teenagers in bathroom with older person waiting.
b. Older person playing loud radio (because of hearing impairment).
c. Older person refusing to use dentures or hearing aid.

4) Identify in group discussion both common and diverse "physical aging signs" among individuals.

"EMPATHY" Teacher Notes: (Background Information)

A. Every person has the capability to really project part of their mind mentally into another's situation and understand his/her reactions and emotions.

B. Where that person will laugh with those who laugh, cry with those who cry, suffer with those who suffer and love with those who love.

C. Great leaders and good bosses usually have learned this skill in relating to others.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT B: Physical aging results in changes in sensory and motor capacities and in

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Understand that there are growth and development changes throughout life.	A) Empathy-Handicap exercises.	Sheet describing exercises. "Age Related Sensory Losses--An Empathetic Approach," Videorecording Cassette, 3/4" color 15 minutes, $10. ND0454, UOM Wheelchair, walker; make-up person; popsicle sticks, beeswax ear plugs (available in drug stores), glasses covered to a slit large gloves, splint for leg.
	B) "The Aging Person" a. Have students take notes from overheads on "The Aging Person." b. Discuss each division. c. Give a test.	Copy of "The Aging Person" from Textbook of Medical Surgical Nursing (or see Elementary Aging Curriculum).
	C) "Age Health Assignment." a. Hand out "Age Health Assignment" and give students 7 minutes to complete. b. Briefly discuss this assignment and have students complete the statements again, but this time as their grandparents would.	Copy of the "Age Health Assignment" for students.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grown old.

CONCEPT B: Physical aging results in changes in sensory and motor capacities and physical appearance.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Understand that there are growth and development changes throughout life.	c. Are there any differences between the two answers? If so, what are they? How much control over the differences do we have? What can we do to insure that our goals are met.	

HANDICAP EMPATHY EXERCISES

1. View "Age Related Sensory Losses." (Age related vision and hearing losses.)
2. Invite a guest speaker to speak about limited physical mobility.
3. Have students participate in simulation exercises.
   a) Wheel chair up a curb or walk with a walker.
   b) Splint on leg then climb stairs.
   c) Large gloves on hands and then open a jar or take a candy pill.
   d) Use glasses covered to a slit at center. Try to read and write.
   e) Plug ears with ear plugs. Try to follow class discussion.
   f) Fasten popsicle stick to one finger. Try buckling a belt.
   g) Have a make-up person make up students for an older age. (Could take pictures of process.)
   h) Discuss reactions and feelings to handicaps. How would some of the above affect the lives of the handicapped? What daily difficulties might they encounter?
4. Check out sensory and/or motor changes in your special older friends. How does he/she feel about this?

AGING TEST

I. True (a) False (b)

a 1. Lung capacity tends to decline in old age.

a 2. Physical strength tends to decline in old age.

a 3. About 80 percent of the aged are healthy enough to carry out their normal activities.

a 4. The reaction time of most old people tends to be slower than the reaction time of younger people.

a 5. Broadening one's interests and developing hobbies aids in offsetting the aging process.

a 6. Aging proceeds at different rates in different systems in the same individual.

a 7. Arteries may narrow and calcify with age.

a 8. The most common diseases of the aged are those of the circulatory system.

b 9. The majority of old people (past age 65) are senile.

b10. Most old people have no interest in, or capacity for, sexual relations.

a11. To know and understand life, one has to know death.

a12. Death is the final stage of growth.

a13. Most common emotional problem is anxiety (may be associated with depression).

b14. Changes in the bones include becoming more dense and heavier.

b15. Sweating increased because body is unable to regulate temperature.

II. Completion

1. Gerontology is the study of *(older persons and the aging process)*.

2. Name two changes in the nervous system.

   A. *(Refer to changes in nervous sytem.* Textbook of Medical Surgical
   B. Nursing *or Lippincott* Manual of Practical Nursing.*)*

3. Changes in the reproductive system of the female which include deterioration of the ovums and not menstruating is called *(menopause)*.

4. Loss of hearing ability, may be in the inability to hear *(higher)* pitches.

AGE HEALTH ASSIGNMENT

Project yourself to age 80. Describe yourself as you image you would be if you were 80 today.

My health is

Most of the time I feel _____ about life.

I am living in (describe facilities and location)

I spend most of my time with

My friends are

My monthly income is _____.

What Sources?

My social life consists of

I spend my day

My biggest concern is

My great joy is

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT C: Genetics and environment affect the aging process.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Recognize the importance of good nutrition and how it affects the body. Good health practices can make a difference throughout one's life.	A) "Nutrition Exercises." a. Student should have dinner with their (or any) special older person. b. Students should estimate calories in the meal. c. Students should ask older person what his/her typical daily meals are like. d. Students should discuss with informant about obesity or malnutrition problems. e. Additional activities could include going to a noon meal at a senior citizen center and estimating balance of foods and calories and/or going shopping with informant and report findings.	Diet Notes (teacher background information)
2) Identify the role of genes in individual differences.	A) "Your Family Album, It's in your Genes." a. Have students put together an album of their relatives' pictures and bring to class.	

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT II: Physical/Biological Aging

THEME: To develop an understanding that there are physical or biological changes with age, some we can see and some we cannot see. There is no single pattern by which all people grow old.

CONCEPT C: Genetics and environment affect the aging process.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Identify the role of genes in individual differences.	b. Have students share album with two other students and discuss the following ideas: What do the pictures tell about your family history and traditions and where you might be going? Are there any similarities in body features in relatives at corresponding age levels? What characteristics may be inherited in general? (Make a list.) Discuss what would happen if everyone looked alike.	

DIET NOTES (TEACHER BACKGROUND INFORMATION)

1. People need different amounts of food at different ages.
2. Some older people may not be getting enough food because of lack of income.
3. Older people may need to eat less because they are less active.
4. Older people may need to eat more frequently.

III: SOCIOCULTURAL AGING

"- YOU AND GRAMPS SURE WORE SOME WEIRD CLOTHES FOR YOUR WEDDING."

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT III: Sociocultural Aging

THEME: To develop an understanding that there are many factors in our society that influence our attitudes towards the age of a person. Societal attitudes and policies can seriously interfere with or help maximize people's potential at all stages of development.

CONCEPT A: Factors in our society help to form out attitudes toward age and behavior.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Identify how a person's values, economic status, and cultural experiences influence attitudes.	A) Students will complete the following activity: "Aging Impressions." a. Have student work with a partner and develop a list of traits, customs, behaviors, and styles that they associate with old age. b. List the words on the board. c. Have the students vote on each trait on the positive, negative or neutral connotations the statement suggests. d. Discuss what these qualities might mean about our attitudes about aging. B) Students will develop a list of adjectives describing people over 65 years. A positive-negative-neutral sign will be assigned for each trait. Students will write a short paragraph describing the attitudes they hold toward older people.	

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT III: Sociocultural Aging

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CONCEPT A: Factors in our society help to form our attitudes toward age and behavior.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Identify how a person's values, economic status, and cultural experiences influence attitudes.	C) View film "The Wild Goose." Discuss: a. Were you rooting for the old man to escape? Why? b. Why do you suppose older people in nursing homes would enjoy this comedy? c. What is fantasy? d. Why do you think older people who are handicapped often fantasize about things they know they can no longer do? e. How can fantasy be a source of humor?	"The Wild Goose" NS1563, black and white, 19 minutes, $13.50, UOM.
	D) View film "Rose By Any Other Name." Discuss: a. Make a list of the needs an older person may have (love, companionship, etc.). How is this alike or different from younger people? b. What has been the traditional viewpoint in our culture on this subject? c. How do you feel your mother and father would react if your grandmother or grandfather told them of a new love?	"Rose By Any Other Name" NS1865, color, 15 minutes, $13.50, UOM.

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CONCEPT A: Factors in our society help to form our attitudes toward age and behavior.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Identify how a person's values, economic status, and cultural experiences influence attitudes.	d. What are the considerations which might make families withhold their support for an old age love affair?	
	E) Students will make a list of status names they have already acquired and add to that list what they might acquire to age 70. They will discuss in a written paragraph what they learned from making the list and share their writings in class.	Roget's Thesaurus; Magazines for possible vocabulary words: Business, Farm Entertainment, Sports, Education, etc.
	F) Students will interview an older person.	Personal older person, tape recorder, microphones, tapes (optional) Directions for activity.
	G) Students will discuss what a permanent move from their home to a one-room apartment or nursing home would be like and compare their reactions with an older person who is a friend.	Directions for activity; older person or resident of a nursing home or retirement home who lives in one room. Magazines with pictures for collage.
	H) Students will write a fable to illustrate a quotation using the quotation as the "moral" to the story.	Quotations from Peter's Quotations: Ideas for Our Time and other sources.

AGING CURRICULUM FOR SECONDARY SCHOOLS

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CONCEPT A: Factors in our society help to form our attitudes toward age and behavior.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Understand how the media influence attitudes toward older people.	A) Students will gather examples of newspaper and magazine advertisements which contain older people or references to older people.	Directions for activity. Newspapers and magazines which can be cut up and used for samples.
	B) Students will watch one family program on television focusing on older people.	Television guides to be used in class to search out possible shows to observe. Directions for activity.
3) Determine how the realities of aging differ from the stereotypes.	A) Students will plan and carry through one outing with a special older friend and report on outing to class.	Directions for activity. "Growing Old Feeling Young," David Gilman, Newsweek, November 1, 1982, pp. 56-59. "How America Treats Its Elderly," Lynn Langley, Newsweek, November 1, 1982, pp. 60-65.
	B) Students will complete sentences about being old. a. Assign the sentence completion exercise. b. Have students check with older person for their response to questions 1, 3, and 5-14.	Sentence completion exercise sheet.

AGING CURRICULUM FOR SECONDARY SCHOOLS

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CONCEPT A: Factors in our society help to form our attitudes toward age and behavior.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
3) Determine how the realities of aging differ from the stereotypes.	c. Compare imagined answers of students to actual answers of older person. d. Determine restrictions common to young and old. e. Determine feelings common to young and old. f. Share results with class. C) Students will complete "Perceptions of Age Questionnaire." a. Hand out "Perceptions of Age Questionnaire" to students and have them fill it out. b. Discuss the answers of the class. (No right or wrong answers to the questionnaire.) c. In group discussion, guide students to realize that all ages have: the need to feel loved, the need for attention, the need to feel independent, the need to feel what they say and do means something.	"Perceptions of Age Questionnaire," developed by Marcia J. Cameron, Views of Aging A Teachers Guide, 1976, Institute of Gerontology, University of Michigan, pp. 135.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT III: Sociocultural Aging

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CONCEPT A: Factors in our society help to form our attitudes toward age and behavior.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
3) Determine how the realities of aging differ from the stereotypes.	D) Students will read and discuss "Dr. Heidegger's Experiment."	Directions for activity. Nathaniel Hawthorne, "Dr. Heidegger's Experiment."*
	E) Students will complete activity "Beautiful Old Age" by D.H. Lawrence. a. Have students read "Beautiful Old Age." b. Have student react to the poem considering these things: What are things an older person can look forward to? List 4-5 fulfilling areas in aging.	Poem "Beautiful Old Age" by D.H. Lawrence. Complete Poems of D.H. Lawrence, New York, Viking, 1964. Vol. I, p. 503.
4) Assess the youth-oriented culture characteristics of the United States.	A) View film "Home for Christmas." Discuss: a. Why do you think the man dreamed of his youth? b. What do you think might be the reason the old man is living alone? c. What did you think was the reason the movie showed the young boy fading into the old man?	"Home for Christmas" UOM, color, 11 minutes, $21.00 rental, NS 1928, recommended for grades 7-9. * Available in Adventures in American Literature, New York, Harcourt-Brace, 1964, pp. 273-283.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT III: Sociocultural Aging

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CONCEPT A: Factors in our society help to form our attitudes toward age and behavior.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
4) Assess the youth-oriented culture characteristics of the United States.	A) d. What do you think the old man would like more than anything else? e. How did you feel when the son called and told the old man he was being picked up for Christmas? f. What are the problems as an older person tries to live with his/her children? g. What does this tell you about a so-called "youth oriented" culture? h. What do you know of the way older people are treated in other cultures?	
	B) Students will participate in an awareness discussion session with older people.	Possible transport for older people. Paper, pencil, chalk, chalkboard. Directions for activity.

INTERVIEW OF AN OLDER PERSON

1. Interview older person on the telephone or at home:

   A) How does the following statement make you feel? What does it make you think of? Have you always felt this way?

      1. "Work is good. Non-work is sinful and lazy."

   B) Jot down answers of older person or tape record.

2. Students will write own feelings and thoughts about the statement above.

3. Students will role play different people holding different views about statement above. One should play role of older person. Others could be student and middle-aged earner.

4. Discuss in class:

   A) What values are important to the participants?

   B) Do you think this value might represent a changed value? Why? Why Not?

A Permanent Move

1. Discuss: If you had to move permanently from you home and must sell or give away everything you own except what you take to a one-room apartment or nursing home with you, what would you take?

2. Allow students to make a list of personal choices individually.

3. Have students check their list against the older person they interviewed. If the older person is not living in a one-room situation, have students go as a team to visit someone who is and ask:

   A) How did you decide what to keep?

   B) Do you regret any choices?

   C) What effect do these belongings have on you now?

4. Compare older person's choices as opposed to student's choices. Discuss:

   A) What surprised you?

   B) What reaction did you have to the problem?

5. Make a class collage representing all former possessions of older person. Circle those chosen for one room in bright magic marker. Place collages on wall or bulletin board.

STEREOTYPES IN ADVERTISEMENTS

1. Assign students to gather examples of newspaper and magizine advertisements which contain older people or references to older people. Place advertisements on bulletin board allowing time for class to browse. Discuss:

   A) Are there any general stereotypes which appear regularly in advertising a wide range of products and services?

   B) What age groups appear most frequently? Least frequently? Why do you suppose?

   C) How does age stereotyping in advertising reflect values that are widely shared in our culuture?

   D) How do you think we acquired these values?

2. Students who draw easily could draw anti-stereotype drawings beside examples.

3. Class could alter writing of advertisements to eliminate stereotypes and uneven age interest.

4. Make class scrapbook labeling advertising which is positive to older people or negative to older people.

STEREOTYPES ON TELEVISION

1. Assign students to watch one family program on television.

   A) List characters by age categories. Focus on older people.

   B) Describe any ways in which these characters are presented as stereotypes or caricatures of their age group (older people).

      1. What does the character do?
      2. How is the character dressed?
      3. What does the character say?
      4. How do the other characters relate to this character?

   C) What would happen to the television story had the characters acted true to life?

2. Which other characters were stereotyped in this television show? (See divisions A-C above.)

3. What does this stereotyping tell you about the people making the television show.

4. What effect do you think such stereotyping has upon our view of older people and others?

OUTING WITH A SPECIAL OLD-AGE FRIEND

1. Assign each student during unit to plan and carry through one outing with an older person. Report on outing to class.

2. Possible outings:

   A) If mobile, take older friend to any one of:

      1. Senior Citizen Center
      2. Shopping Center
      3. Movie
      4. Theatre
      5. Museum
      6. Science Center
      7. Bus Ride
      8. Lake
      9. Nature Center, park, zoo
      10. Church
      11. Senior Activist meeting
      12. Dance
      13. Multiple generation housing project
      14. Bingo Game
      15. Hockey, basketball, football, tennis match, bowling
      16. Rehearsal of school choir
      17. Orchestra concert
      18. Community dinner or breakfast
      19. Swimming
      20. Other.

   B) If friend is in an institution, accompany, possibly pushing wheelchair, to:

      1. Chapel
      2. Visitor area
      3. Around grounds
      4. Play chess, checkers, cribbage, cards
      5. Listen to records
      6. Talk
      7. Other.

3. After reports of outing, invite friend to class and introduce, or have students write about event and share:

   A) How was choice made of what to see or do?

   B) What kind of discussion took place during and after event?

   C) What did you discover about your older person from this activity? Have any of your feelings and attitudes toward older people changed?

SENTENCE COMPLETION EXERCISE SHEET

1. Because I am old I cannot _____.
2. Because I an young I cannot _____.
3. Because I am old, other people believe I am _____
_____.
4. Because I am young, other people believe I am _____
_____.
5. This (answer to 3 or 4) makes me feel _____.
6. When I'm old I'll be living in _____.
7. When I'm old I'll stop working and have more time for _____
_____.
8. When I'm old I'll have a family which will consist of _____
_____
9. When I'm old my biggest problem will be _____.
10. When I'm old my body will be _____.
11. When I'm old I'll still enjoy _____.
12. When I'm old I will have to stop _____.
13. When I am old my family will regard me as _____
_____.
14. When I am old my financial situation will be _____.

PERCEPTIONS OF AGE QUESTIONNAIRE

1. What makes a person seem old?

2. What makes a person seem young?

3. Think of two people you know who are 50 years old. One seems older than his/her years, one younger, what is the differences between the two?

4. What is the best thing about being 70 years old?

5. What is the worst thing about being 70 years old?

6. How old do you think you will be when you marry? _____

7. Who old you you think you will be when you have you first child? _____

8. How old do you think you will be when all your children are gone from home? _____

9. How old do you think you will be when you become a grandparent? _____

10. How old do you think you will be when you retire from the work force? _____

11. How old do you think you will be when you die? _____

12. At what age would you prefer to die? _____ Why?

13. How old will you be when you stop going to school? _____

14. How many careers do you expect to have? _____

15. What will you do when you retire?

16. What activities will you perform as a citizen at age 65?

17. What activities will you perform as a family member at age 65?

18. What activities will you perform as a worker at age 65?

19. Where do you think you will live at age 75? 85? 95?
(examples: home, with children, apartment, nursing home, hospital).

20. What age would you most like to be? _____ Why?

DISCUSSION FOR "DR. HEIDEGGER'S EXPERIMENT"

1. Read "Dr. Heidegger's Experiment."

2. Discuss:

   A) Compare the time of the story and today. What evidence do we have that aging people still search for an "elixir of youth"?

   B) What do you think Hawthorne's attitude was about retaining youth? What in the story makes you think this?

   C) Hawthorne uses a stereotypical description of older people to draw his characters, list them and discuss how accurate they are today.

   D) Discuss how Hawthorne's word choices concern style more than accuracy.

      1. What would have happened to the story had he described vigorous old people?

3. Writing:

   A) Read other writers of Hawthorne's time period. How did they deal with old characters? Write a report of your findings?

   B) Write imaginary newspaper articles giving the story of the older people in feature form, obituary form, and news form.

DIRECTIONS FOR AWARENESS DISCUSSION SESSION

1. Invite at least 16 older people to have a discussion session with 11th and 12 graders.
2. Divide class into one older person for each 2 to 3 students.
3. Discuss perceptions of each other's generation. Examples:
   A) If a student bumps into an older person what will happen?
   B) If an older person bumps into a young person what will happen?
4. After discussion ask participants to complete sentences:
   A) I learned that _____.
   B) I was surprised that _____.
5. Ask older people to mark their papers ( ) so that they can be identified.
6. Ask for 12 people to respond with most important statements from question four on chalkboard.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT III: Sociocultural Aging

THEME: To develop an understanding that there are many factors in our society that influence our attitudes towards the age of a person. Societal attitudes and policies can seriously interfere with or help maximize people's potential at all stages of development.

CONCEPT B: Factors in our society determine the options available to people at different ages.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Understand that changes may occur as one ages because of income.	A) Invite financial resource people from community to take part in panel discussion.	Senior Citizen, tax consultant, financial planner, bank official, health insurance representative, housing representative; VTR equipment or super 8 and tape recorder. Directions for activity.
2) Become aware of different services available to older people and investigate legislation affecting different age groups as to income, health, housing, transportation and the right to die.	A) Invite a panel of experts to discuss housing for older people	Housing authority, housing or old-age concerns lawyer, newsprint or roll of colored paper, 5 feet wide, Magic marking pens. Directions for activity.
	B) Students will complete activity "Your Aging I.Q."	"Your Aging I.Q.," MBA Directions for activity.
3) Explore costs involved in providing services.	A) View film "What Shall We Do About Mother?" (Middle-class family can't afford to put mother in nursing home. What are the alternatives?)	"What Shall We Do About Mother?" NS1924 color, 49 minutes, $31.00, UOM

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LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
3) Explore costs involved in providing services.	B) Elicit response from students with older relative in home. a. How true to life would you say this movie is? b. How does an older person feel about being the brunt of a family quarrel about what will happen to them? c. How do the family members feel in the argument? d. What provision does our society make for those who take care of older people at home? e. What else do you think our community could do to ease the burden of older people on the children? f. What aids are private institutions offering? g. What are some good results of having an older person in the home? h. What are some bad results of having an older person in the home?	

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LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
4) Explore ways in which services differ according to where a person lives and what the person's ethnic background is.	A) Have students and older people who indicate interest in housing and environment draw plans for their ideal older person's housing.	Directions for activity. Architecture books, examples of housing for older people, blueprint paper etc.
	B) Students will read "Facts About Older Americans 1979" and discuss questions on handout. For a possible follow-up activity have students ask informant (special older adult) the following questions: a. In which state would you prefer to live? Full time? Part time? Why? b. Which states would you like to visit on a vacation? Why? c. What countries would you like to visit or live in? Why?	"Facts About Older Americans 1979," U.S. Department of Health and Human Development Services, 1979.
5) Demonstrate an understanding that a responsible society organizes to provide services through public, private, or voluntary institutions.	A) Panel discussion on good buying practices for older people and protection against fraud and deception.	Representatives from, panel members, Better Business Bureau, Business Education; Consumer protection; Senior Citizen Group, police, plus teacher, Home Economics teacher; invited personal older friend of each student.

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LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
5) Demonstrate an understanding that a responsible society organizes to provide services through public, private, or voluntary institutions.	A) a. One on one (student and old age friend) discussion of the panel results: 1) What good ideas did you hear which you might adopt? 2) What measures are impossible for older people? 3) How could young people help? b. If student wants to set up a service project for old-age friend, give credit for written journal, account of project or tape record account of project.	
	B) Students will role play a city planning committee considering housing for older people who cannot afford high rents.	Directions for activity. Members of city planning committee on housing.
	C) Students will interview older person about changes in social life.	Special older person, paper and pencil to record response to interview, directions for activity, social activities for older people in your community, senior citizens center, RSVP, church, Gray Panthers, Union of Senior Citizens,

AGING CURRICULUM FOR SECONDARY SCHOOLS

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LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
5) Demonstrate an understanding that a responsible society organizes to provide services through public, private, or voluntary institutions.		National Retired Teachers Association, YMCA, YWCA, Elderhostel, Older Women's League.
	D) Students will survey areas in community for easy access for older people.	Directions for activity. Community: parking lots, shopping centers, business buildings, recreation areas, churches, theatres, restaurants, hotels, motels, museums.
	E) Students will research a class paper on different topics affecting older people.	Directions for activity. Library facilities, books, articles, filmstrips, local community information on services for older people, community service officials, Community Senior Citizens Centers, community education centers, metropolitan transit companies, volunteer van service, recreation and park services, employment office, housing authority for community.

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LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
6) Examine changes in family patterns as the percentage of older people continues to increase.	A) View film "Share-A-Home" about intergenerational housing as a viable alternative for lonely older people. a. Invite members of Gray Panthers to visit class and discuss problems with intergenerational housing. b. Discuss: 1) Problems of finances. 2) Problems of interaction of family and job assignments. 3) Examples of successful intergenerational housing. (Ask Gray Panthers for help in researching.) 4) How could youth help in getting such a program going?	"Share a Home" Series: "The American Family An Endangered Species" NS1725, color, 9 minutes, $9.75, UOM

DIRECTIONS FOR PANEL DISCUSSION OF FINANCES

1. Invite financial resource people from community to take part in panel discussion.
2. Arrange to videotape or record the discussion for library record and other class sections during the day.
3. Give list of questions determined in a previous class to panel members. Examples:
   A) What is the most pressing financial problem you hear about in dealing with older people?
   B) How do you deal with this problem?
   C) How do you think our society can aid in dealing with this problem?
4. If special older friends are invited to class, allow them to question panel.
5. Ask older participants what financial problem disturbs them most.

DIRECTIONS FOR HOUSING ACTIVITY

1. Draw continuum to plot housing alternatives on a long piece of newsprint or colored rolled paper using magic marker pen. (Store and re-use.)
2. Model:

Own Home	Individual Housing	Low Cost Apartment (Subsidized)	Shared Home	Inter-generational Housing	Retire-ment Village	Institution Nursing Home

3. Ask experts:
   A) What percentage of older people are in each type of housing in your community now?
   B) What percentage of housing alternatives are available now?
   C) What is the demand for these types of housing now?
   D) How are the rights of older people protected?
   E) What are the problems in providing such housing?
   F) What are the problems in obtaining legislation?
   G) What are the plans for such housing in future legislation?
4. Post presentation and discussion classroom activity. Ask:
   A) What did you learn?
   B) What do you hope for in housing and legislation by the time you are old?

DIRECTIONS FOR HOUSING ACTIVITY

1. Select students and older people who indicate interests in housing and environment.

2. Have one student and one older person make a team to draw plans for their ideal older person's housing. This project must meet any of the following 10 demands:

   A) Integration into a community of multi-generational ages, or

   B) Separation by age which provides for usefulness of older people;

   C) Comfort (provision for handicaps);

   D) Beauty (pleasing environment);

   E) Convenience (appliances);

   F) Inexpensive;

   G) Health safeguards;

   H) Recreational program available;

   I) Care taking efficiency;

   J) Convenience to bus routes.

3. Class will act as committee to accept or reject architects' plans or choose among competing plans.

ACTIVITY "YOUR AGING I.Q."

1. Pose the following questions to students:

   A) How much do you really know about aging in Minnesota?

   B) What kinds of misconceptions do we all have about aging? The following quiz was developed by the "Minnesota Board on Aging" and should provide some common knowledge about aging in Minnesota.

2. Give the following test.

3. Follow-up with class discussing each question.

4. Focus a class discussion on retirement in Minnesota utilizing the information from "Your Aging I.Q."

   A) Raise questions such as:

      1. Why do most people retire?
      2. What do older people do when they retire?
      3. What does "planning for retirement" mean to you?
      4. What do you think you'll do when you retire?

YOUR AGING I.Q.

1. As people age their hearing and eyesight get worse. What about their ability to taste food--does it decrease, too?

   a. yes b. no

   Yes. At age 30, people have 245 taste buds per papilla (each tiny elevation on the tongue). At age 70 they have 88.

2. How serious a problem are finances for the elderly?

   a. very serious b. quite serious c. serious d. not very serious

   A 1981 Louis Harris poll indicated that 68% of the people under age 65 think finances are a very serious problem for the elderly. However, only 17% of the people over 65 think so.

3. At age 65, how many more years, on the average, can people in Minnesota expect to live?

   a. 5 years b. 11 years c. 13 years d. 16 years or more

   The answer is 16.45 years.

4. What percent of Minnesota's population is over age 65?

   a. 7.2% b. 10.2% c. 11.7% d. 13.4%

   11.7% is the answer, which equals 479,746 people. Approximately 44% of those over 65 are also over age 75 (they are called the "old-old" as opposed to the "young-old").

5. What proportion of Minnesota's older people live alone?

   a. 12% b. 18% c. 23% d. 29%

   The answer is 29%; most are women, and the proportion living alone increases rapidly with advancing age.

6. What percent of older men and women in Minnesota are widowed?

   a. 14% of men and 50% of women b. 21% of men and 28% of women
   c. 25% of men and 37% of women d. 40% of men and 19% of women

   The answer is a. Most older men are married (73%) and most older women are widows. Contributing causes are: 1) women generally live longer than men; 2) women usually marry men older than they are; and 3) men re-marry more frequently than women.

7. What percent of older Minnesotans get more than half their income from Social Security?

   a. 30% b. 50% c. 70% d. 90%

   The correct answer is 70%. However, when total income of all older Minnesotans is analyzed, Social Security provides 38%, earnings provide 23%, assets 19%, and pensions 13%. This illustrates the importance of work for the 17% of those over age 65 who report earnings.

8. Which of the following is not one of the four major causes of death in the elderly?

   a. senility b. cancer c. influenza and pneumonia
   d. heart disease

   The answer is a. The other leading cause not listed is cerebrovascular disease (strokes).

9. What percentage of older Minnesotans currently live in nursing homes?

   a. 3% b. 8% c. 14% d. 19%

   The answer is 8%. However, people have a one in five chance of residing in a nursing home at some point in their lives.

10. In a 1981 poll by the Minneapolis Tribune, 49% of people under age 65 said poor health was a very serious problem for those over 65. What percentage of older people said that poor health was a very serious problem for them?

    a. 13% b. 23% c. 42% d. 55%

    The answer is a. Younger people usually exaggerate the problems of the elderly.

11. In the same poll, older people, were asked how many others their age felt loneliness was a very serious problem for them. What percentage of those over 65 thought that others their age were seriously lonely?

    a. 7% b. 29% c. 36% d. 58%

    Older people said that for 36% of their age group loneliness was a very serious problem. But when older people were asked if loneliness was a very serious problem for them personally, only 7% said it was. Both older and younger age groups tend to think that older people have more problems than they really do.

12. What proportion of people who retired in 1981 received a pension in addition to Social Security?

    a. one-forth b. one-third c. one-half d. two-thirds

    The answer is b.

13. In 1900, a Minnesota infant's life expectancy was 47 years. What is it today?

    a. 63 b. 68 c. 76 d. 81

    The answer is 76 years, which is the highest in the United States.

14. Does the tax structure in Minnesota effectively aid the elderly poor?

    a. yes b. no

    The answer is no. Most elderly who take advantage of special senior citzen tax benefits (the personal credit for the elderly, the pension exclusion, and the one-time exemption from capital gains upon selling a home) usually have adequate incomes. The pension exclusion misses the needy elderly almost completely as does the personal credit, but these measures cost the state about $30 million per year.

15. About how long will it take a 1981 retiree who contributed the maximum to Social Security every year since 1937 to get back what he/she put in?

    a. less than 2 years b. 4 years c. 7 years
    d. more than 10 years

    The answer is 19 months. The system has been very good to current retirees.

16. How much of a person's or couple's pre-retirement income is necessary to maintain a similar standard of living in retirement?

    a. 40-50% b. 50-60% c. 60-80% d. 70-90%

    The answer is c. (Social Security benefits alone replace from 30 to 55% of a person's earnings in the year prior to retirement. The lower an individual's earnings, the higher the percentage of earnings Social Security replaces.)

17. What percent of older persons' health care costs are paid for by Medicare?

    a. 40% b. 50% c. 60% d. 70%

    The answer is a.

18. What percent of nursing home residents in Minnesota have their care paid for by the state Medical Assistance program?

    a. 20% b. 40% c. 60% d. 80%

    The answer is 60%. Nursing home bills range from $1,500-$2,000 per month.

19. Senior citizens in Minnesota can obtain a discount card which entitles them to all discounts offered in the state.

    True or False?

    False. No single card is available. Those interested in discounts must ask individual businesses and organizations what their discount policy is.

20. In 1978 medical bills for people aged 19-64 averaged $764. What did they average for those 65 and older?

    a. $1,024 b. $1,472 c. $2,026 d. $2, 363

    The answer is c. However, benefits from government programs, including Medicare and Medicaid, paid for 2/3 of the medical costs for older people compared with only 3/10 for adults under 65.

21. In 1960, 35% of older people officially lived in poverty compared with 22% of people of all ages. What proportion of older people currently live in poverty?

    a. 11% b. 16% c. 20% d. 24%

    The answer is b. Unfortunately, many experts believe that the official poverty line is set far too low and does not reflect the true number of people in need. (In 1980 the poverty line was $2,950 per year for an individual and $4,980 for a couple.) On the other hand, some observers believe that when the value of subsidized housing, food stamps, Medicaid, and Medicare benefits is added to an older person's income, only about 7% live in poverty.

22. In 1977, what percentage of older couples had annual incomes of $15,000 or more?

a. 10% b. 20% c. 30% d. 40%

The answer is 20%. Another 20% had incomes between $10,000-$15,000.

23. What percentage of older people own their own homes?

a. 20% b. 40% c. 60% d. 80%

The answer is 80%. However, generally older persons' homes are of less value than younger persons' homes. In 1977 the median value of housing units owned by elderly persons was $29,000 compared to $38,700 for homes owned by younger adults. Only 13% of older people who rent live in public or government-subsidized private housing.

24. What percentage of older people receive cash assistance from their children?

a. 3% b. 11% c. 17% d. 23%

The answer is 3%, down from 10% in 1961. But this does not mean that the generations are growing apart. Two-thirds of older people see their children at least once a week and most believe that their children would provide cash assistance if they needed it.

25. What proportion of older people suffer from chronic conditions that limit their major activities?

a. three-fourths b. two-thirds c. one-half d. one-third

The answer is d. In contrast, only 7% of younger persons are limited by chronic conditions.

26. Of all prescription drugs taken in the U.S., what percent are consumed by the elderly?

a. 15% b. 25% c. 35% d. 45%

The answer is b. Drugs can be a particularly serious problem for older people due to: 1) the variety of drugs older people take at one time and their interactions; 2) the longer time it takes older bodies to process drugs; 3) the high cost of drugs and lack of drug coverage by Medicare.

27. Are most older people colder than people age 30?

a. yes b. no

Yes. By age 70 body temperature is two degrees lower. For this reasons older people need to keep their homes warmer than younger people.

28. Does lung capacity change with age?

a. yes b. no

Yes. At age 60 lungs can take in just about half what they can at age 30. Both vital lung capacity (the volume of air that can be forcibly expelled in one breath) and maximum breathing capacity (the volume of air that can be moved in and out of the lungs in 15 seconds) declines.

29. Do aged drivers have fewer accidents per driver than drivers under age 65?

    a. yes b. no

    Yes, they have less. Older drivers have about the same accident rate per person as middle-aged drivers, but a much lower rate than drivers under age 30 (National Safety Council, 1976). Older drivers tend to drive less miles per year and apparently tend to compensate for any declines in perception and reaction speed by driving more carefully.

30. Do old people usually take longer to learn something new?

    a. yes b. no

    Yes. With age the brain takes longer to process information, make decisions, and dispatch signals. But given enough time and repetitions of the material to be learned, older people can definitely learn new things.

31. Do older people tend to become more religious as they age?

    a. yes b. no

    No, they don't. Even though today's older people tend to be more religious than the younger generations, this appears to be because the present older generation has been more religious all their lives rather than becoming more religious as they aged.

32. Does a 60-year-old need more illumination to read than an 20-year-old?

    a. yes b. no

    Yes. An 80-year-old eye need 3½ times as much illumination as a 20-year-old eye.

SOURCE: MBA

FACT HANDOUT QUESTIONS

1. Name the top two states in which over two million persons 65 and over lived in 1978?
2. What percentage of the population 65 and over lived outside the nation's metropolitan areas in 1977?
3. In 1975 there were 11 states in which over one-fifth of persons 65 and over were below the poverty level. Name the three highest.
4. During 1977 how many persons reached the age of 65? How many 65 and over died in 1977? What's the net increase?
5. In 1978 what was the percent of the total population 65 and over in the State of Minnesota?
6. What percent was below poverty level in 1975 in the State of Minnesota in the 65 and over age group?
7. Among elderly persons living alone, what percent owned their home? Rented?
8. What percentage of deaths of older persons resulted from stroke? Cancer?
9. What percentage of men 65 and over are married? What percentage of women 65 and over are married?
10. In 1978 what percentage of older persons had completed high school? What percentage had four or more years of college?

Answers:

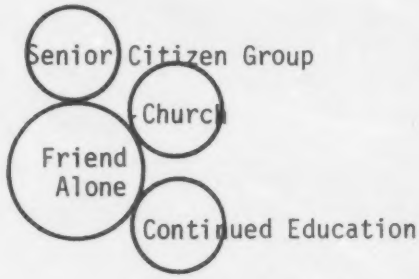
1. California, New York
2. 30 percent
3. Mississippi 37%, Georgia, Alabama 32% each
4. 1.8 million, 1.2 million, 550,000
5. 11.7 percent
6. 16 percent
7. 60 percent, 40 percent
8. 12 percent, 19 percent
9. 78 percent, 39 percent
10. 38 percent, 8 percent

CHANGES IN SOCIAL LIFE

1. Assign students to interview older person about changes in social life.
2. Draw a circle pattern of social involvement before and after:
   A) Widow or widower
   B) Divorce
   C) Retirement
   D) Change of dwelling
   E) Loss of income.

Example: Loss of Spouse

Before



After

3. Count number of dropped social activities.
4. Add data of class.
5. Develop pattern of lessening social involvement.
6. Develop suggestions of alternatives for greater social mobility.
7. Take older person as a friend to new social activity. Try to establish possibility of continued attendance in life of older person without your insistence.
8. In class answer question: How do you think you will provide for your social life after loss and/or age?

OPEN-ENDED QUESTIONS

We have used the following to start conversations:

1. What special hobbies or interests do you have? (Circle)

   A) Playing a musical instrument
   B) Having people in to visit
   C) Cooking
   D) Giving people rides
   E) Helping in the care of a family member
   F) Planning activities for others
   G) Gardening/house plants
   H) Singing
   I) Woodworking/Carpentry
   J) Reading
   K) Building model cars, planes, etc.
   L) Home repair
   M) Writing letters
   N) Writing poems, articles, etc.
   O) Painting
   P) Sewing, knitting, crocheting
   Q) Macrame/needlepoint, etc.
   R) Table games or card games
   S) Others.

2. Of the many animals which have been in and out of my life, I remember

   _____the most because_____

   _____.

3. There's a gradual process of changing from a child to an adult but there was a special moment when I suddenly felt grown up_____.

4. If I had a million dollars, I would_____

   _____.

5. I once had this wild idea that I'd like to be_____

   _____.

6. What is the best thing about being older?_____

   _____ _____.

7. My favorite spot in the whole world is_____

   _____.

COMMUNITY SURVEY

1. Reproduce the following check list.

   Check your area and report:

   A) _____ parking close to stores (and other places liable to be frequented by elderly)

   B) _____ designated handicap parking

   C) _____ well-lit stairways, entrances, exists

   D) _____ non-slip walking area

   E) _____ toilet for handicapped (guard rail, wide door, high seat)

   F) _____ bathroom for handicapped (guard rail walk/ride in shower)

   G) _____ traffic walk signs allow enough time

   H) _____ non-glare stop lights

   I) _____ transportation from outskirts or inner city to shopping center

   J) _____ elevators available

   K) _____ ramps available for use of walkers or wheelchair.

2. Assign different community area to each student.

3. Pattern results of survey by divisions under resources.

4. Determine grades for community responsibility in each of 10 areas.

5. Have photography students take pictures of survey in progress. Run story in school paper--perhaps community paper.

CLASS RESEARCH PAPER

The outgrowth of this activity will be a class research paper in which different topics are researched by different small groups and will be written about and become, with its bibliography and footnotes, a chapter in the total paper.

1. Read about housing alternatives for aged persons in the United States. Give data and percentage of aged in each type of housing and possible future directions.

2. Read about nutrition programs for aged people. Check out local programs. Give data on services and sample menus.

3. Read about Senior Volunteer Groups. Check groups in your area.

4. Read about transportation for older people. Check out the data in your city.

5. Read about organizations such as Gray Panthers, Older Women's League (OWL), National Council of Senior Citizens, American Association for Retired Persons, etc. Find out how many are represented in your town or city.

6. Read about programs of education for older adults. Check you local university or college extension, adult education and continuing education programs.

7. Read about recreation facilities available to older people. Check your town or city for these services.

8. Read about medical care for the aged. Check your town or city for similar services.

9. Read about employment of older people. Check with employment service in your town or city.

10. Read about housing alternatives for older people. Check your community for these alternatives.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT III: Sociocultural Aging

THEME: To develop an understanding that there are many factors in our society that influence our attitudes towards the age of a person. Societal attitudes and policies can seriously interfere with or help maximize people's potential at all stages of development.

CONCEPT C: The role and treatment of older people differ within various cultural and ethnic groups.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Indentify needs common to cultural groups.	A) "Similarities" group discussion.	Directions for activity.
2) Examine ways in which older people are treated in various cultures.	A) a. Introduce film. The film we are about to view deals with how different societies and cultures treat their aging population. Consider the differences you note between our society and theirs while viewing this film. b. View film. c. Follow-up discussion may include: comparing our lifestyle with theirs; how each society shows respect to their elders (similarities and differences); note the differences in the work roles of the elders; and how the role of religion comes into play in each society.	"To Live at 140," MLFC
	B) View film "Legend Days are Over." (91 year old Indian woman speaks about past.) Discuss: a. How is the old woman different from old women you know?	"Legend Days are Over." NS1413, color, 5 minutes, $8.50, UOM.

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LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Examine ways in which older people are treated in various cultures.	b. How is she treated differently in her culture? c. How is she treated the same as our culture treats old people? d. How has she reacted? e. How could our culture change to provide for the Indian cultural ways? f. Would our culture want to incorporate Indian beliefs about aging? g. Invite a member of the Indian community near you to view this film with you and comment.	
	C) View "Number Our Days." (Lives and circumstances of older Eastern Jews--immigrants--living in Venice, California; anthropologist Barbara Meyerhoff, USC). Discuss: a. How do the old values of Eastern Europe show in the discussion of these old people.	"Number our Days" NS1856, color, 29 minutes, $19.00, UOM

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CONCEPT C: The role and treatment of older people differ within various cultural and ethnic groups.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Examine ways in which older people are treated in various cultures.	C) b. What is happening to them in the American and, especially, California culture? c. How do their lives differ from other old people in the United States? d. How is their life the same? e. What feelings do they show? f. How do you feel about them?	
	D) View film, "The Family of Man." Discuss: a. What role do older people play in Great Britain? b. What role do older people play in New Guinea? c. Does one group of older people seem happier than others? d. What seems to give happiness to older people? e. What needs of the old seem to be similar no matter what the culture?	"The Family of Man" #6, NS1290, color, 45 minutes, $19.30, UOM.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT III: Sociocultural Aging

THEME: To develop an understanding that there are many factors in our society that influence our attitudes towards the age of a person. Societal attitudes and policies can seriously interfere with or help maximize people's potential at all stages of development.

CONCEPT C: The role and treatment of older people differ within various cultural and ethnic groups.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Examine ways in which older people are treated in various cultures.	f. Students will read novels to identify older people as characters.	Directions for activity. Myers, John, "Selected List of Novels--the Elderly" from Characteristics of the Aged in Literature, Columbus, Ohio, 1974, Ohio State Committee on Aging. UOM
3) Examine why it is often difficult for individuals and groups to appreciate the diverse life styles of others.	A) View film "Sunshine's On The Way." Discuss: a. Terms for age and youth and their effect upon our expectations of young and old persons: "vigorous," "alive," "refreshing," "in our prime," and "perfect 10" "over the hill," "all washed up," and "too old to cut the mustard." b. What event supported the fears of the nurse? Does this support question two? Why or why not?	
	B) Humor helps understanding.	Drawing materials, large paper, sketch pencils, or pens, colored chalk, crayons, acrylic paint, etc., books on easy cartooning, tape recorders, microphones, tapes.

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CONCEPT C: The role and treatment of older people differ within various cultural and ethnic groups.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
3) Examine why it is often difficult for individuals and groups to appreciate the diverse life styles of others.	a. With your older friend draw cartoons about your own or your friend's problems. Example: Mother saying, "I'm just so busy and there's no one to help me." You and friend eyeing each other in background as if to say "Why doesn't she ask me?" b. Make scrapbook of cartoons or display on class divider or wall bulletin board. c. Discuss your reactions as project progressed. d. Interview older friend about project. Put interview on tape or record in writing.	

"SIMILARITIES" GROUP DISCUSSION

1. Draw bell-shape curve of life on the board.

2. Name similarities between teenagers and older age groups. Examples may be:

   A) Both young and old are looking for a job.

   B) Both young and old are shut out of work. (Low senority, mandatory retirement).

   C) Both young and old are looking for transportation. (Getting a car.)

   D) Both young and old are looking for companionship. (Singles, widows, widowers.)

   E) Both young and old have trouble finding meaningful ways to use their resources.

   F) Both young and old are growing older.

THE GENERATION GAP
By Archie Baumann
"I JUST FOUND HIM GRANDPA, CAN I LEAVE 'EM WITH YOU TILL MOM GETS TO KNOW HIM A LITTLE BETTER?"

SELECTED LIST OF NOVELS - THE ELDERLY
(*Available at public libraries).

(Source information in part from: Myers, John, Characteristics of the Aged in Literature, Ohio State Committee on Aging; Columbus, Ohio, 1974)

*Achebe, Chinus, Arrow of God, 1967 - African chief withstands Christianizing.

*Achebe, Chinus, Things Fall Apart, 1959 - African elder resists Europeanizing. Ends in suicide.

*Akaaken, S.J., The Family Chronicle, 1961 - Patriarchal grandfather on Russian frontier end of the 18th century.

*Amis, Kingsley, Girl 20, 1972 - 54 year old violinist-conductor resists age by taking a 17-year-old mistress (biting satire).

Bagnold, Enid, The Loved and The Envied, 1951 - 53-year-old lady's life, loves difficulties with daughter.

Baird, Thomas, People Who Pull You Down, 1970 - Lydia, 75, runs away leaving no word.

Balzac, Honore de, Pere Goriot, 1950 - 19th century classic--father--ungrateful daughter.

*Beckett, Samuel, Malone Dies, 1956 - Recollections of old man dying.

*Bellow, Saul, Mr. Sammler's Planet, 1970 - Aged Polish Jew, survivor of concentration camps.

Bennett, Jack, The Hawk Alone, 1965 - 70-year-old safari guide commits suicide after standards ridiculed.

*Bridgers, SueEllen, All Together Now, 1979 - 12-year-old spends the summer with grandparent.

Bur, H., The Old Man and His Songs, 1970 - Set in Faroe Islands, North Atlantic. 70-year-old couple raised kids--now only want necessities.

*Buck, Pearl, The Good Earth, 1931 - Wan Lung who sacrifices to buy land only to hear sons, upon his dying, plan to sell it.

Burgess, William, Second Hand Person, 1969 - Characters in home for old men (London).

*Cary, Joyce, The Horse's Mouth, 1950 - Engaging, unprincipled Bohemian, 67-year-old English artist reminisces.

Chase, Mary Ellen, The Plum Tree, 1949 - The nightmare of transfer to an insane asylum turns into a gala party for three 80-year-olds.

*Christie, Agatha, At Bertram's Hotel, 1965 - Miss Marple mystery, contrast with youth.

Clavel, Bernard, The Fruits of Winter, 1969 - Psychology of aging during WW II--war--trouble in the family.

*Corbett, Elizabeth, The Young Mrs. Meigs, 1931 - Sensible old bridge-playing lady.

Cowley, Joy, Next in a Falling Tree, 1967 - New Zealand story of old mother, young devoted daughter and love affair with gardener.

Detre, Jean, A Happy Ending, 1967 - 70-year-old man finds companion and love.

*Donovan, John, Remove Protective Coating a Little At a Time, 1973 - A boy befriends a bag lady.

*Ekwensi, Cyprian, Burning Grass, 1966 - African seeks out grown sons and finds reasons for his own life.

France, Anatole, The Crime of Sylvester Bonnard, 1921 - Old archeologist kidnaps daughter of old love--adopts her when guardian proves embezzler.

Gibson, William, A Mass For the Dead, 1968 - Old writer writes of experience.

*Gilman, Dorothy, The Amazing Mrs. Pollifax, 1970 - CIA, old lady, courier enemy agents.

*Greene, Graham, Travels With My Aunt, 1970 - 75-year-old world traveler kicks up heels.

*Hemingway, Ernest, Old Man and the Sea, 1952 - Old fisherman proves courage in bringing back huge catch.

*Hilton, James, Goodbye Mr. Chips, 1933 - Beloved school master recalls life.

Kawabata, Yasunari, The Sound of the Mountain, 1970 - Japanese man worries over family.

*Lawrence, Josephine, The Web of Time, 1953 - Munsy Willis has spent all of his money on daughter's wedding and must retire. Hunts for job and self respect.

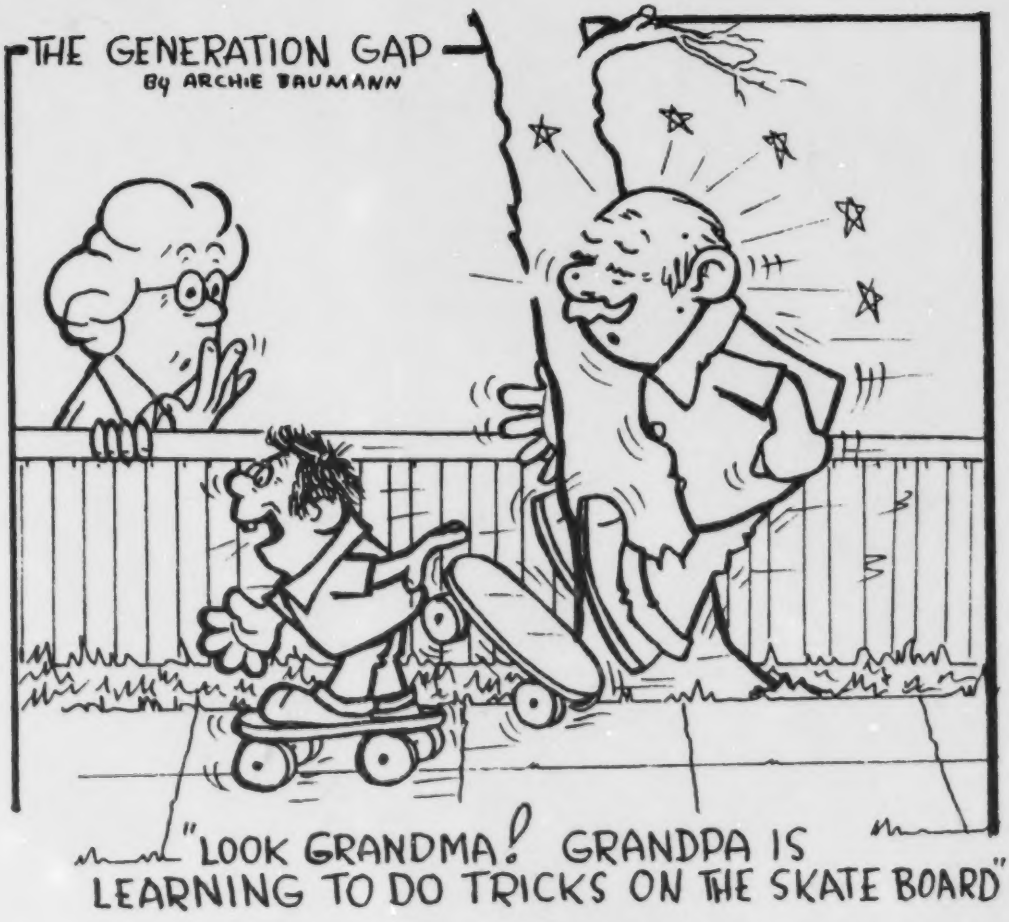
*Mann, Thomas, Buddenbrooks, 1924 - Family from prowess to extinction.

*Paton, Alan, Cry the Beloved Country, 1948 - Aged priest tries to rescue children from the city.

Saltykov, Shehedrin, M., The Golovlovs, 1961 - 19th century Russian satire on wretched family, cantankerous mother.

*Yep, Laurence, Child of the Owl, 1977 - A young girl's first experience living with her grandmother in a extended Chinese-American family.

IV: PSYCHOLOGICAL AGING



AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT IV: Psychological Aging

THEME: To develop an understanding that psychological aging is variable and that there is no single set of personality traits for people of any age. Healthy people tend to show no dramatic psychological or personality changes with increasing age.

CONCEPT A: People can learn and change throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Identify stress factors in our society and how they interrelate with the aging process.	A) Students will gather information on what are the stress factors in each of the age levels, using library material or talking to special older person. (Use of tape recorder.) What means are used to alleviate stress factors in each age level (infant, child, adolescent, young adult, adult, older adult)?	Library research, tape recorders, teacher material on stress.
2) Discuss ways in which people can change their life course and be more responsible for their own sense of well-being.	A) Students will complete activity "Immobility-Empathy Role Playing." a. Have students role play an older person living alone who needs to go to a doctor. (Older person doesn't drive.) b. Then an older person who just wants to get out in a car (no reason other than boredom with the surroundings). c. Discuss: - How did you feel as the old person in each case? - How did you feel as the person called on?	Empathy teacher notes, directions for activity.

2) Discuss ways in which people can change their life course and be more responsible for their own sense of well-being.		- Discuss ways in which people can change their life course and be responsible for their own sense of well-being. - List several ways to promote understanding between generations.	
	B)	English class students will read Katherine Ann Porter's "Jilting of Granny Weatherall." (Granny's indomitable will and independence counters but does not conquer the shame-filled day of her jilting.) View film "The Jilting of Granny Weatherall." Discuss: a. If you were describing Granny to a friend about to meet her, what would you say? b. What quality do you think has helped Granny get through her life? c. Would you have felt the disgrace and shame she still feels? d. What do you think Granny has learned about herself and others? e. How do you think Granny has changed?	"The Jilting of Granny Weatherall" Series: The American Short Story Katherine Ann Porter, NL1056, color, 57 minutes, $22.00
3) Identify factors which make some people more satisfied with their lives than others, and examine the effects of heritage, environment, and experience on one's self-image. Examine factors leading to emotional well-being.	A)	"Self Concept" Lecture and appreciation exercises. a. Discuss self-concept with students. (See "Self Concept" lecture.) b. Give students two copies of each activity sheet. Explain that one copy will be filled out by them personally. The second copy should be dictated to them by their special older friend.	"Self Concept" Lecture Notes: Three activity sheets (Friendship, Appreciation, Autobiography).

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3) Identify factors which make some people more satisfied with their lives than others, and examine the effects of heritage, environment, and experience on one's self-image. Examine factors leading to emotional well-being.	A) c. Set a specific date for this to be done. d. In class have students share with a partner their personal activity sheets and note similarities and differences. e. Also, with partner have them compare older person's sheets.	"Self Concept" Lecture Notes. Three activity sheets (Friendship, Appreciation, Autobiography).
	B) View film "Golden Age." Discuss: a. Selma's feelings upon entering a retirement home. b. Selma's final realization of a possible rewarding life. How realistic is it? Possible follow-up activity: c. Visit a retirement home, interview a resident and pool information upon return.	"Golden Age." UOM
	C) View film "Tomorrow Again" (story of loneliness and isolation of old). Discuss: a. What do you think happens to an older person who is constantly alone?	"Tomorrow Again" NS1438, black and white, 16 minutes, $9.60, UOM

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3) Identify factors which make some people more satisfied with their lives than others, and examine the effects of heritage, environment, and experience on one's self-image. Examine factors leading to emotional well-being.	b. Why do you think older people seem to be more alone than other age groups? c. What options are available to older people to fight loneliness? d. What might be some reasons why older people don't or can't take advantage of these options? e. What changes seem to be indicated in society's treatment of older people to combat loneliness and isolation? D) Students will complete activity "Is It True What They Say About Aging?". a. Divide students into four groups. Give each group two myths and corresponding realities. Have each group role play the myths and also the realities to the class. b. Summarize using the "Summary" notes and "Losses" notes.	Old Age Props, Lecture Notes, "Is it True What They Say About Aging?" Howard, Rosemary. ("In-service Education for Volunteers Working in the Field of Gerontology." Adapted from workshop material presented at "The Best is Yet To Be: Aging Awareness Conference," Minneapolis Community College, 1981.) "Summary" and "Losses" notes.

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3) Identify factors which make some people more satisfied with their lives than others, and examine the effects of heritage, environment, and experience on one's self-image. Examine factors leading to emotional well-being.	c. Possible follow-up would be "Losses" activity. 1) Book research on (teacher see additional "Losses" notes): What are losses? How do we deal with losses? 2) Students could check with special older person. What losses have they encountered? Mental? Physical? How have they dealt with them?	
4) Point out differences in older people. Identify why some were more satisfied with their lives than were others.	A) View film "The Golden Honeymoon," by Ring Lardner. (Couple celebrate 50th Wedding Anniversary--encounter wife's suitor of 50 years before.) Discuss: a. What about the film surprised you? b. What behavior in the film did you sympathize with c. What behavior did you find hard to believe? d. Do you believe you will feel jealousy when you are 70 years old? Why or why not?	"The Golden Honeymoon" Series: The American Short Story, NL1058, color, 52 minutes, $22.00. UOM

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LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
5) Discuss the importance of family interaction in establishing a mutual sense of worth. Analyze how supports change as each member becomes more dependent or independent.	A) Students will complete the activity "The Time Machine/ The Extended Family." a. Have students fill in "The Time Machine." b. Divide students into groups and complete "The Extended Family."	Student copies of "The Time Machine" and "The Extended Family." (Shirley Olson, Life Times Project, St. Paul Central)
	B) Students will view film "When Parents Grow Old." (Gene Hackman, Melvyn Douglas, devoted son torn between duty to old father and desire to marry.) a. Before film discuss: If your mother or father was alone and ill and wanted you to stay home to take care of her/him, what would you do? Why? b. After film discuss: What do you think the son will do? Why? c. What do you think of the father in this story? d. How do you think the father has created his own problem? e. How do you think the son has created his own problem?	"When Parents Grow Old" (A Searching for Values: A Film Anthology). 5S1351, color, 15 minutes, UOM

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LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
5) Discuss the importance of family interaction in establishing a mutual sense of worth. Analyze how supports change as each member becomes more dependent or independent.	B) f. What do you think of the son in this story? C) Students will view film "Peege."	"Peege", 7S1263, color, 28 minutes, UOM, (also MFLC). Teacher's notes.
6) Students will develop skills in active listening when communicating with older people and understand that, through the use of good communication skills, a mutual sense of worth can be established.	A) Students will complete activity "Open-ended Questions." a. Explain that these questions could be used to start conversations with a special older person. b. Have students fill out questions as they would answer them. c. Have students report back after meeting. d. With special older person what conversations do these questions lead to. e. Have students note similarities they might have found they have with their special older person.	Student copies of "Open-ended Questions" Hatfield, Timothy Lynn, "Alternative Generation Education: A Developmental Curriculum for Secondary Schools," UOM

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LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
6) Students will develop skills in active listening when communicating with older people and understand that, through the use of good communication skills, a mutual sense of worth can be established.	B) Students will complete activity "Communication Skills."	"Communication Skills" Reed, Ruth, Spieker, Diane, Growing Old Together, 1982, pp. 5-6 Minnesota Red Cross
	C) Students will complete activity "Social Isolation-Empathy." a. Choose 3-4 students to role play a teenage group leaving an older person out of a conversation. (Group could be discussing a school class, concept, or school dance, etc.) b. Then have each teenage student take turns trying to draw an older person into the conversation. c. Discuss with class: What worked? Why? What didn't? Why not? d. Have students try these conversations on their special older friends the next time they see them.	Empathy Teacher Notes

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LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
7) Become aware of changes in self, and changes in attitudes toward aging.	A) View film "The Silver Maiden." Discuss: a. Discuss feelings of older man and older woman. b. How do you feel about older people being in love? c. Is it the same as young love? d. Do older people have sexual feelings? e. Why do you feel as you do about this?	"The Silver Maiden" UOM
	B) View film "Sunshine's On The Way." Discuss: a. Bobba June's attitude toward what older people can do. b. Nurse's attitude. c. Bobba's mother's attitude. d. Your attitude. e. What event supported the nurse's attitude? f. Do you think Bobba was right?	"Sunshine's On The Way" UOM

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LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
8) Examine research that verifies ability to continue learning throughout life. Discuss the values of continued learning	A) Students will complete activity "Education Modes."	Directions for activity. Library research.
9) Analyze options people use to meet present and future needs.	A) Students will complete activity "Housing-Economic" role play. a. Have students develop steps in finding adequate living quarters with the following information: b. Income is $12,500 a year. Usually one-fourth of income is used for rent. (Use of special older person's knowledge could be utilized here.) c. Role play could include discussions of possible living choices, area of location, and things which would have to be given up (own yard, privacy, etc.).	New Facts About Minnesota's Older People, free bulletin provided by Minnesota Board on Aging, St. Paul, MN (612) 296-2770.

"EMPATHY" Teacher Notes: (Background Information)

1. Every person has the capability to really project part of their mind mentally into another's situations and understand his/her reactions and emotions.

2. Where that person will laugh with those who laugh, cry with those who cry, suffer with those who suffer and love with those who love.

3. Great leaders and good bosses usually have learned this skill in relating to others.

THE GENERATION GAP
BY ARCHIE BRUMANN
"GRANDPA, I WROTE A LETTER TO SANTA AND ASKED HIM TO SEND YOU A PONY, BUT IF YOU DONT WANT IT I KNOW SOMEONE WHO DOES."

"STRESS" Teacher Notes: (Background Information)

1. "Stress" - intense inner tension. It is the general physical changes produced by any strong stimulus.

2. What happens inside the body - "Stress response"

   A) Hormone adrenaline is secreted from adrenal glands.

   B) Heart rate increases.

   C) Body temperature rises.

   D) Pupils of the eyes enlarge.

   E) Blood pressure rises.

   F) The liver releases stored sugar into the blood stream.

   G) Breathing rate increases.

   H) Blood supplies to the brain, heart and large muscles increase.

   I) Muscular strength increases.

3. Stress-it's neither good or bad if it's the right amount. It can be bad for a person if excessive or prolonged or none at all. When the stress response cannot satisfactorily relieve the stress it is harmful.

4. Some harmful sources of stress: physically are injuries, infections; mentally are worry, frustration; natural disasters such as war, floods, hurricanes or tornadoes.

"SELF CONCEPT"

A: FRIENDSHIP

List four strengths you bring to a friendship. Write a paragraph on each strength.

(EXAMPLE: Sincerity - You are sincere, so your friends feel comfortable around you and like to share experiences with you.)

B: APPRECIATION

List 10 good relationships on the left hand side of paper (include friends, family, relatives, etc.).

What qualities about each person makes you appreciate them?

1. 1.
2. 2.
3. 3.
4. 4.
5. 5.
6. 6.
7. 7.
8. 8.
9. 9.
10. 10.

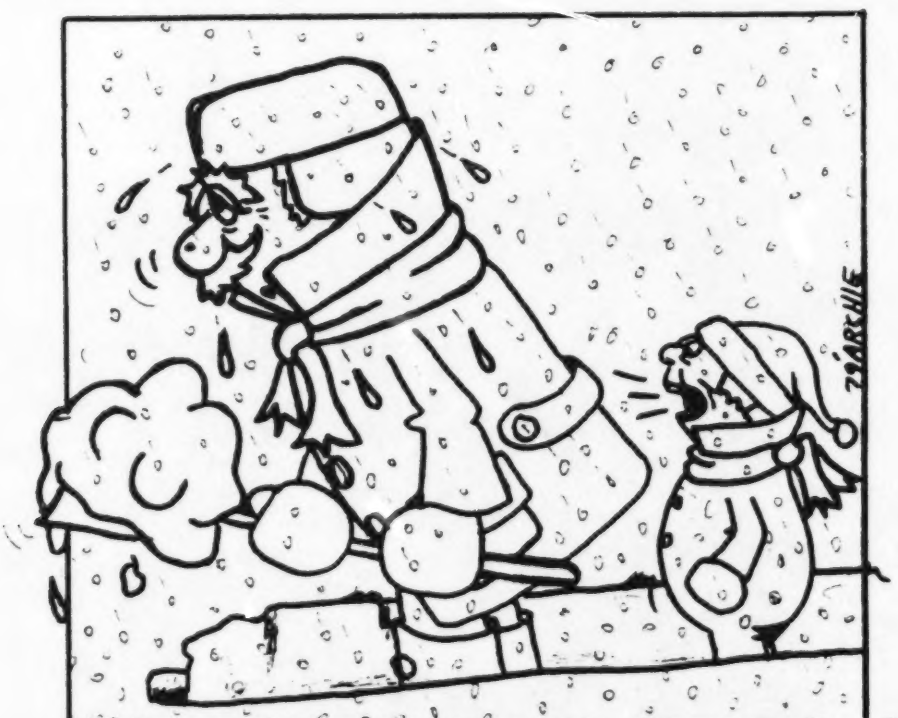
Note some of the similar qualities between the 10 relationships.

1. 4.
2. 5.
3.

C: AUTOBIOGRAPHY

Write a one-page autobiography of yourself, including these things:

1. Ordinal position in family. (Example: middle child, baby of family.)
2. Where family's origin is. (Example: St. Cloud, Minnesota.)
3. Describe mom, dad, step-parents. (Positive features only.)
4. Happy experiences as a child and happy times as a young teenager with the family.



"IS IT TRUE WHAT THEY SAY ABOUT AGING?" LECTURE

Society says:

Old age starts at 65.

The truth is:

Aging is a natural development of life. Chronological aging begins at birth and ends at death. Aging is a continuous process and there is no inevitable change that takes place at a certain age in that process. Different parts of the body age differently and at different times. Some people are young at 80 and others are old at 40.

Society says:

All older people are alike.

The truth is:

There is no typical older person, just as there is no typical younger person. The older person is as different from his peer as the younger person, and even more so, because the variables in his experience are greater, thus making him a unique human being.

Society says:

Senility is inevitable in old age.

The truth is:

Most "senility," as most people generally refer to the concept, is functional and is a product of the environment. In this context it is directly related to our attitudes and mental processes. The mind cannot accept its own finality. When the present is too foreboding, our mind dwells on happier times. Functional senility is usually brought on or hastened by isolation, traumatic experiences and stresses, such as loss of job, economic problems, death of a loved one, vision or hearing problems, loneliness, boredom, forced or unprepared retirement and the fear and frustration of growing old in our society.

In cultures where that fear is absent and old age is esteemed, senility is not a common problem.

Functional senility is reversible when the stress causing conditions are removed, and a dramatic recovery can be effected.

Society says:

You can't teach an older person new tricks.

The truth is:

Ability to learn declines very slowly indeed. The ability to learn at the age of 80 is approximately the same as at age 12. Cerebral and spiritual development reach a peak at about 60, and at 85 or older they are still as keen as in the 20's. Older persons can learn, and do!

Society says:

Most older persons suffer memory loss.

The truth is:

Chronic poor memory is unnatural at any age. Any kind of memory, short-term or long-term, has to do with perceiving information, storing it, and retrieving it. Consequently, it would appear that poor memory in the young and old is often a symptom of extreme disinterest. Environment, interruption input, and anxiety that blocks retrieval, all play a part in memory loss.

Society says:

Sexuality in the older person is improbable if not impossible.

The truth is:

Although sometimes limited physically, there is no reason why both men and women should not continue indefinitely to experience sexual desire and its satisfaction. All people need a loving, close relationship.

Society says:

Older people should avoid challenge and exercise.

The truth is:

Challenge and exercise are important factors in the preservation of good physical and mental function for everyone.

Too many people believe that a society in which things are easy is conducive to health; and that health and happiness are in inverse proportion to the amount of effort required to live. We no longer walk five miles to school through ice and snow, empty the water pan of the ice box, hand-churn butter, ride horseback for transportation or even stoke the furnace. Yet we are more tired than our fathers and grandfathers used to be when they ran, walked, chopped wood, shoveled snow, pitched hay, stoked the furnaces and did all the physical chores which are so abhorrent to the later-twentieth century. The human body was designed to be used. It needs exertion; and fatigue is often rebellion against enforced idleness.

People need to appreciate the difference between abnormal or injurious challenge, and the moderate everyday challenge and exercise which is so vital to maintaining the functional capacities of the body at their peak. Dr. Walter Bortz contends we do not die, we kill ourselves by idleness and lack of exercise and challenge.

That fact is evident in the area of emotional health as well. We are constantly bombarded with the case histories of executives who keel over from tensions and pressure, but we don't hear about those individuals who waste away quietly from the lack of stimulation of any kind. It might be said that the wounds of combat are definitely preferable to the decay of idleness. This is a point we must particularly stress with older people, for they may tend to restrict their activities because they have lost motivation or they are afraid of overdoing.

The functional capacities of the body can be maintained and augmented only through moderate challenge, exercise and activities. It is only through excesses that dangers arise.

The rate of aging will be retarded if all human functions are employed to their maximum reasonable capacities.

Society says:

Older people go through a second childhood and should be babied.

The truth is:

The concept of second childhood is a myth which must be discarded by all who relate to older people. They should be treated on all occasions as mature adults who have had a lifetime of rich experiences and gained much knowledge. If we think highly of them and respect them, they will respond accordingly.

Society says:

Employers generally are not satisfied with the work performance of their older employees.

The truth is:

According to recent research, older workers generally have been shown to do a good job. They are, in the main, more conscientious, exhibit less absenteeism, and have a four-to-one record of less labor turnover than their younger counterparts. It is important that we abandon mandatory retirement at age 65 and permit those who want and can continue to do so to retain their employment. On the other hand, for those who retire voluntarily, there are factors which could help maintain morale at a high level. These include adequate income, familial and non-familial participation, sound health care, and activities related to individual needs.

Summary

Many of the above-listed societal attitudes toward the aging create unfair and negative stereotypes. Problems of aging people are in fact not part of the process of aging but are difficulties created by society because of its attitudes toward older people.

By understanding the above and having a positive, patient, respectful approach, you can help make the difference between a person's pessimism and hope, between health and illness, and between enjoying the later years and anxiety.

The older person has the same basic needs as any person in any other age group. Emotionally, they need love, security, status, acceptance and new experiences to continue their psychological existence.

Old age is not a disease. It cannot be measured by purely chronological criteria. It is rather a state of mind, afflicted by pathology, economic deficits or inadequate and improper environment. The spirit is ageless even though it must be cloaked in slowly altering and aging physical features.

Losses

Losses are a constant theme for the older person. The most painful loss is the loss of a loved one. Older persons feel insecure and without protection after losing loved ones and friends. The older person must not only assimilate the loss of a partner who has become an integral part of his life, but he/she must often also adjust to becoming dependent on others. Death of old friends, one by one, intensifies the sense of isolation as the group of friends becomes smaller. For some, perhaps the greatest loss of all is their own death which they face whenever there are changes in their body image as each health crisis is met.

"LOSS" Teacher Notes:* (Background Information)

1. Obvious Losses
   - A) death of a loved one
   - B) the break-up of an affair
   - C) separation
   - D) divorce.

2. Not so Obvious Losses
   - A) loss of job
   - B) loss of money
   - C) moving
   - D) illness (loss of health)
   - E) changing teachers, changing schools
   - F) robbery
   - G) success (the loss of striving)
   - H) loss of a cherished ideal
   - I) loss of a long-term goal.

3. Losses Related to Age
   - A) childhood dreams
   - B) puppy love
   - C) crushes
   - D) adolescent romances
   - E) leaving school (dropping out or graduation)
   - F) leaving home
   - G) change of jobs
   - H) loss of "youth"
   - I) loss of "beauty"
   - J) loss of hair and/or teeth
   - K) loss of sexual drive (or worse, the drive remains, but the ability falters)
   - L) menopause
   - M) retirement.

4. Limbo (is it on? is it off? is it gain? is it loss?)
   - A) awaiting medical tests or reports on their outcomes
   - B) a couple on the brink of divorce for the fourteenth time
   - C) a friend, spouse or relative "missing in action"
   - D) lovers, after any quarrel
   - E) a business transaction that may or may not fall through.

What Loss Feels Like

1. Obvious feelings - pain, depression, sadness, others;
2. feeling helpless, fearful, empty, despairing, pessimistic, irritable, angry, guilty, restless;
3. experiencing a loss of concentration, hope, motivation, energy;
4. any changes in appetite, sleep patterns, or sexual drive;
5. a tendency to be more fatigued, error-prone, and slower in speech and movement.

Any and all of these are to be expected during and after the experience of a loss. It's part of the body's natual healing process. Be with these changes, don't fight them. It's O.K.

* How to Survive the Loss of a Loved One, Melba Colgrove, Harold Bloomfield and Peter McWilliams, New York, 1977.

THE TIME MACHINE

Time is frozen and you have just discovered the age you will remain for fifteen years.

1. What age are you frozen at?

2. How do you feel about being the age you are frozen at?

3. Why?

4. What do you think are the important things you must learn and do at the age you are at? List.

5. What are some of the special challenges and difficulties you face at your age? Rewards?

6. Now you can buy a ticket out of your frozen time stage. You can choose to be any one of the following ages.

   Infant -- birth to 16 months
   Early Childhood--toddler - 16 months to 3 years old
   Play age--pre-school - 4-5 years
   School age--elementary - early junior high - age 6-11
   Youth--adolescence - about 12-18
   Young Adulthood - about 18-30
   Adulthood--middle age - about 30-65
   Older age--mature age - about 65 until death.

What age group would you choose to be part of? _____ Exactly how old (in years) would you choose to be?_____

THE EXTENDED FAMILY *

Your group, containing all, or most of the eight ages you were frozen at in the time machine, has become an extended family.

1. Elect a family historian. (The family historian will record group information and decisions.)

2. Decide how you can be related as an extended family. (Obviously, there are many possibilities.)

3. Have you family historian draw a family tree on the family tree sheet, showing the relationship of your extended family.

4. Answer the following questions individually:

   A) Does where you are in the family affect your feeling about your "frozen age"? Does it make it better or worse, or do you still feel the same about it? Why?

   B) Who do you think in the family has the most to learn? It can be more than one age if you feel several age groups are equal in learning needs.

      List some of the things they have to learn.

   C) Who has the most responsiblity?

      What is their responsibility?

*Definition: An extended family goes beyond parent or parents and child or children to include any or some of the following: grandparents, aunts, uncles, cousins, nephews and nieces. The extended family shares the same household.

D) Who has the most fun? Why?

E) Who faces the toughest challenges?

What are they?

5. After you have answered the questions individually, get back together in a group and have your family historian collect and tabulate the information from questions (a) through (e) on the family record sheet.

6. Beginning with the infant, each person in the family should tell the family historian what they think are the chief learning tasks, special challenges and difficulties and rewards of his or her age.* Family historian should record these. The family should brainstorm and add any others that they can realize or suggest.

7. Family with the greatest number of issues on their list wins the Family of the Year Award for being most sensitive to individual family members and their special needs.

* These are the answers you have on the time machine sheet to questions 4 and 5.

DIRECTIONS FOR "PEEGE" *

1. Introduce film by stating that the film deals with age and disease barriers which handicap a family from relating to an older relative who lives in a nursing home.

   A) Keep in mind that only eight percent of Minnesota's population are institutionalized, but you have a 1-in-5 chance of at some-time being in an institution.

2. View the film.

3. In groups, discuss the following questions:

   A) What were some of the different attitudes held by family members towards Peege?

   B) What was your beginning attitude towards Peege? Ending attitude?

   C) What difference did you see in the older son's actions as compared to the rest of the family? Why might his actions be different?

   D) What do you think Peege was thinking about during the family's stay? During the lone visit with the eldest grandson?

   E) How did you react when Peege smiled at the end of the film? Why?

   F) What situations did you think about in real life that emerge while viewing the film?

   G) What ways could we better utilize our elder population's wisdom and knowledge?

   H) What are some alternative living situations for the institutionalized elders?

* University of Minnesota Audiovisual Library Service (612) 373-3810
Minnesota Library Film Contact (612) 296-2821

COMMUNICATION SKILLS

1. Communication Skills Lecture

   A) You have decided to meet and learn about an older person. You need to know how to begin the conversation. Let's review communication skills.

   B) What is communication?

      1. "It is the process of transferring an idea or message from one person to another for the purpose of eliciting a response."
      2. Illustrate this point by discussing sender and receiver and the transference of a message.

   C) What gets communicated?

      1. Facts (information)
      2. Feelings
      3. Attitudes.

   D) Communication Methods

      1. Verbal:
         a. Speaking, writing, singing.
      2. Non-verbal:
         a. Actions, facial expressions, body position
         b. Review saying, "Your actions speak so loudly, I can't hear what you are saying."

   E) What barriers can prevent communication?

      1. Hearing problems
      2. Lack of active listening
      3. Misunderstanding
      4. Attitudes
      5. Emotions--preoccupied, defensive, angry
      6. Ideas, beliefs, opinions
      7. Physical environment
      8. Contradictory messages.

ACTIVITY. "EDUCATION MODES"

1. Have students examine different levels of continuing education and report their findings.

2. Discuss the values of continued learning:

   A) Keeping active mind and body

   B) Learning new things and activities

   C) Socializing with people

   D) Feelings of accomplishments and worth.

3. Have students pick an older person in our society who has contributed much and report on them. The report could include:

   A) What did you learn about history from them?

   B) How was this person unique?

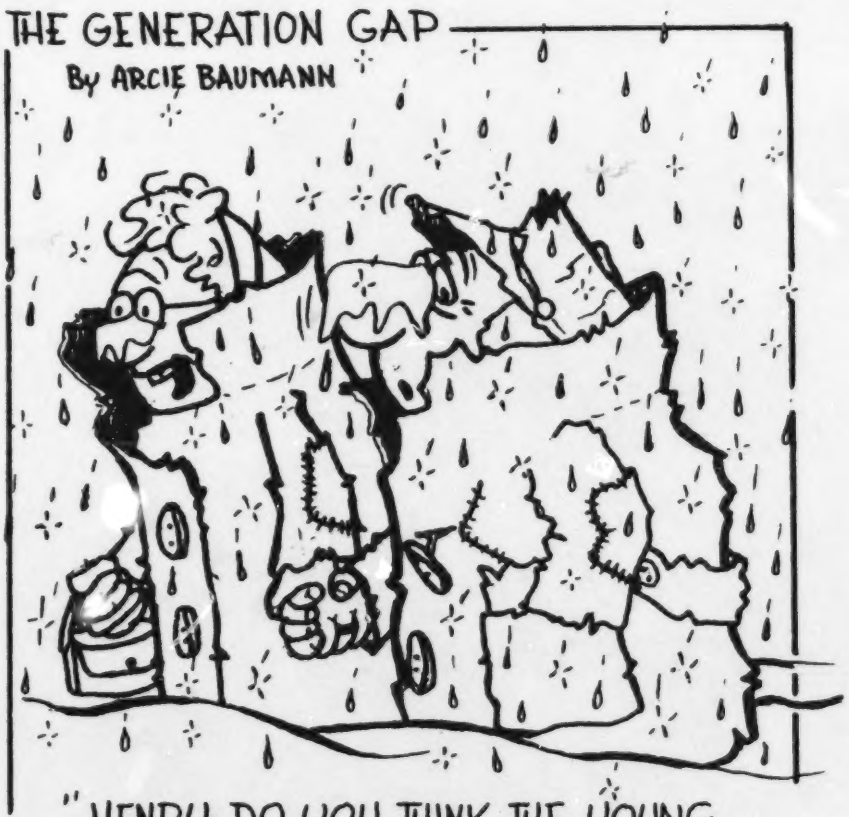
   C) When did he/she begin and end her/his education process?

   D) How are you like this person?

Research Old Authors and Old Important Achievers:

Sophocles	Toscanini
DeFoe	Verdi
Goethe	Michelangelo
Frost	Louis Pasteur
Churchill	

V: ATTITUDES AND AGING



"HENRY, DO YOU THINK THE YOUNG GENERATION APPRECIATES US BUYING ALL THOSE NEUTRON BOMBS WITH OUR SOCIAL SECURITY, MEDICARE AND FOOD STAMPS?"

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT A: People have different roles throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Discuss how the loss of the work role can affect people and their self-identity.	A) Students will complete activity "Retirement Discussion."	Teacher Notes, Twin Cities Gray Panther's Newsletter
	B) Students will complete activity, Preparation for Retirement. a. Have students read stories and be prepared to discuss them. b. In small groups, have each group pick one theme to discuss and report findings back to class: Freedom vs. uselessness, meaning of work in our society, the work ethic, the role of identity in a job, or the loss of identity in a job, or the loss of identity with the loss of a job.	Preparation for Retirement, short stories by Woodrow W. Hunter, Ann Arbor, Michigan; The Institute of Gerontology, The University of Michigan--Wayne State University, 1968, Rev. 1976. In Minneapolis Public Libraries, #HQ1062, H85, 1986, (612) 372-6555.
	C) View film "To Be Growing Older." Discuss: a. What does our society do with groups of people whose use to society is not clear? b. In what ways does our society violate the human being as a lovable, worthy and a precious resource?	"To Be Growing Older" Series: Circle of Life NS 1173, color, 13 minutes, $10.85, UOM

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CONCEPT A: People have different roles throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Discuss how the loss of the work role can affect people and their self-identity.	C) c. What changes do you think are needed in our society to value the older people? d. How could you contribute to these changes? D) Go on field trips to nursing homes, retirement communities, senior citizen centers. a. How do these institutions aid older people? b. How do these institutions aid society to segregate the needy older people and therefore make them invisible? E) View film "Art of Age." (4 older people explain positive attitudes toward life.) Discuss: a. Positive attitudes of each participant. What attitudes could they have taken? b. What evidence of deliberate choice of attitude does each person give you? c. Lincoln once said, "I believe everyone is just about as happy as he makes his mind to be."	"Art of Age," NS1662, color, 27 minutes, rental, $17.25, UOM.

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UNIT V: Attitudes and Aging

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CONCEPT A: People have different roles throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Discuss how the loss of the work role can affect people and their self-identity.	F) Students will complete activity "Family Retirement Plans." a. Have students talk to parents (guardians) about their retirement: plans, feelings, and anxieties. b. Report to class in small groups their findings or write a paper on their findings.	Out-of-school research.
2) Become aware of how various roles affect self-identity.	A) "How Would You Like to be Old?" filmstrip and follow-up.	Directions for activity, filmstrip, "How Would You Like to be Old?" HCL
	B) View film, "Antonia--A Portrait of a Woman." (Portrait of Antonia Brico, accomplished orchestra conductor, leading community orchestra). Discuss: a. Why do you think Antonia seems so young? b. Relate answer to our society's view of retirement. c. What would probably happen to both Brico and the community orchestra if Brico were forced to retire.	"Antonia - A Portrait of a Woman," NF0700, color, 58 minutes, $28.80, UOM

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT A: People have different roles throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Become aware of how various roles affect self-identity.	B) d. How would this be different than Brico simply dying?	
	e. Compare Brico's feeling about her work with the feelings of uselessness and depression that older people often feel.	
	C) View film "Love It Like A Fool." (Malvina's past and present concerns conversing with daughter, Nancy.) Discuss:	"Love It Like A Fool" NF1034, color, 23 minutes, $19.75, UOM
	a. How has Malvina's career affected her attitude about living?	
	b. Has she thought of old age in the past? How?	
	c. What wisdom does she give her daughter? Vice-versa?	
	d. What would it take to make you as positive as Malvina when you reach her age?	
	D) a. Review myths of aging-stigma of aging.	
	b. View film "Forever Young." (Positive view of aging Academy Award Winner. Robin Lehman and 26 subjects 65-100 years old.) Discuss:	"Forever Young," NS1947, color, 58 minutes, $27.00, UOM

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT A: People have different roles throughout their lives.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Become aware of how various roles affect self-identity.	1. What do you think are the secrets of vigorous enthusiastic old age? 2. Do you feel these people (of the film) always feel "up?" 3. What do they do to prevent or battle depression? 4. Can you see yourself as any of these people in 50 years? Which one? Why?	
	E) "Let Me Tell You About My Life."	"Let Me Tell You About My Life," (Shirley Olson, Life-Time Project, St. Paul Central) Need a collection of photographs showing older people in a variety of life situations. An excellent resource is the collection developed by Documentary Photo Aids, Box 956, Mount Dora, Florida, 32757.

"RETIREMENT DISCUSSION"

1. Introduce retirement by stating: "Germany began the first comprehensive social welfare in the 1880's in which the age 65 was the set age in order to qualify for old age benefits."

2. Discuss ways in which a job fulfills needs:

   A) Income
   B) Self worth
   C) Friends
   D) Place to go.

3. Suggest alternative need suppliers after retirement:

   A) Part-time job
   B) Sharing experience
   C) Volunteer work
   D) Church
   E) Senior Citizen Center
   F) Social Club
   G) RSVP
   H) Senior continuing education
   I) Community College Classes
   J) Elderhostel
   K) Gray Panthers.

4. Possible follow-up activity could be students writing a research paper on one of the above groups.

"HOW WOULD YOU LIKE TO BE OLD?"

1. Before viewing the first filmstrip, pose the following questions to your students:

   A) How would you like to be old?

   B) What is old? What words come to mind when you think of old people?

   Part I: Problems of old people.
   Listen to the words of the song.
   Look at their eyes, faces, posture.
   What does it tell you?

2. Between segments react to:

   A) "Maybe the real reason old people are shut away here to die is that we just can't stand the sight of them, possibly because we can't stand the thought of our own old age."

   B) Why is touching so important to people?

   C) What is senility?

3. Before viewing Part II, pose the following questions:

   A) What have people done for themselves in old age?

   B) What have younger people discovered by being with older people?

4. Follow-up questions for class discussion:

   A) "It is a privilege to grow old; some of us will never have that privilege."

   B) Should older people be encouraged to live with their married children?

   C) How can old people help the young?

   D) Why do people seem to think that the elderly do not possess the same needs and feelings as the middle-aged or young?

5. Complete the following:

   A) When a person reaches 65, he/she should....

   B) Retirement is....

   C) Preparing for old age means....

   D) Nursing homes are....

   E) Senior Citizen means....

   F) Society can best treat the elderly by....

   G) The most basic need of older people is....

   H) When I am old, I see myself as....

"LET ME TELL YOU ABOUT MY LIFE"

1. Pass out the photographs face down and tell the students that when they turn over the photograph fate has determined they are that person in old age. Give the following directions:

   "Look at the picture for a minute and begin writing as fast as you can, without lifting your pen, the thoughts of the person. Use the first person or stream-of-consciousness writing. You will have five minutes."

2. Or an alternate assignment:

   "Begin with the phrase, My name is .... and I am a .... Let me tell you about my life."

   Ask the students to read their selections aloud, showing the pictures.

   The pictures can then be displayed with the written essays.

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT B: Planning for anticipated changes in roles is helpful.

LEARNER OBJECTIVES	ACTIIVITIES	RESOURCES
1) Understand that one must plan ahead for a role change.	A) a. Discuss what the term "retirement" means or should not mean. b. Invite panel of retired older people, representing retired affluent, middle income, and poor. Ask panel to discuss their own reactions to retirement. Suggest these areas: Changes in self-image, changes in daily schedule, changes in responsibility, feelings of depression, worries, and/or joys. c. Invite members of panel to discuss mandatory retirement and salary freezes for extra earnings. d. Allow for question-and-answer period. e. Follow panel with next class meeting discussion of panel by students: What did you learn? What surprised you? B) "Future Retirement Plan." Have students write an essay about their own plans for retirement based on previous learnings of this unit.	Panel members divided: 2/3 retired people, 1/3 older person service people (welfare, senior citizen representative, retirement community representative, banker, lawyer, housing expert, service activist representative, member AARP, etc.)

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT B: Planning for anticipated changes in roles is helpful.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Assess the importance of anticipating lifetime activities in relation to analyzing one's own strengths and weaknesses.	A) "Activity Enjoyment." a. Have students complete the Activity Enjoyment handout. b. Hold a class discussion on the last three questions.	"Activity Enjoyment" handout
	B) a. Have students bring in old magazines from home. b. Have them create a collage of pictures around particular themes on aging. Examples may be: What you would want your age to be like, retirement? (Include sports and older people, ethnic groups in aging, and cultural groups in aging.)	Old magazines, poster board, glue, scissors.
	C) View film "Birch Canoe Builder." (Bill Hafeman, 70 years old, and wife, enjoy North Woods and recall changes in last 50 years.) Discuss: a. What seems to be Bill Hafeman's most pressing need? b. His wife's? c. How is he providing for his and her needs?	"Birch Canoe Builder" NS1041, color, 23 minutes, $13.65, UOM

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT B. Planning for anticipated changes in roles is helpful.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
2) Assess the importance of anticipating lifetime activities in relation to analyzing one's own strengths and weaknesses.	C) d. What sacrifices have the couple made? e. Why do you think they are so happy at 70? f. Based on their lives, what would be your formula for a happy old age?	
	D) "A Positive Plan for Aging." Have students write up life-style goals and a detailed plan on how to achieve these goals. a. First students should determine what he/she wants to do and be. b. Second, students should determine how he/she can get there. c. Consider these areas: place to live, development of hobbies, alternate form of work or activity, exercise, good health practices, savings and financial planning, attitude towards life, and services available for assistance.	Library research.

ACTIVITY ENJOYMENT

1. List 10 activities you enjoy doing. (Example: reading, swimming, sewing, etc.)

   A)
   B)
   C)
   D)
   E)
   F)
   G)
   H)
   I)
   J)

2. Which of the above activities could you do at age 60?

3. Which of the above activities could you do at age 80?

4. How could you alter others for continued activity?

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT C: People's extended life experiences are valuable to others because they learn from each other.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Realize that older people enrich society through the wisdom of their lived experiences and knowledge.	A) View film "The Search for Eternal Youth." (Dr. Robert Butler, psychiatrist and specialist, new old age militance, new revitalization techniques.) Discuss: a. How our society compartmentalizes older people (relate to own community). b. How many older people fail to continue to be mentally stimulated. Evidence of observation. (Society's fault? Older person's fault?) c. New old age militancy (evidence? reactions to it?). d. Revitalization (What do you think of it? Why?). e. Sculptress Louise Nevelson is still young at 70. How do you suppose you might manage to be the same at 70?	Aging: "The Search for Eternal Youth," NS1941, color, 20 minutes, $23.50, UOM. Possible play of record "When I'm 65"
	B) a. Have students interview a special older person using the interview form. (See sheet on extra interview ideas for questions that may be added to form.)	Life/Times: "Interview With An Older Person" (Shirley Olson, Life/Times Project, St. Paul Central)

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT C: People's extended life experiences are valuable to others because they learn from each other.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Realize that older people enrich society through the wisdom of their lived experiences and knowledge.	B) b. Have students discuss in small groups the interview questions and examine similar attitudes and differing attitudes on each question.	Extra interview ideas.
	C) a. Assign student and special older friend the making of a "role in life" collage.	Special older friend, magazines which can be cut up, scissors, paste.
	b. Cut out pictures which represent the different roles the older person had during his/her life.	
	c. Arrange in some chronological order, yet partly spontaneous arrangement.	
	d. Now work together on a "role in life" collage of the student.	
	e. Display collages on room divider or wall and serve coffee, milk, and cookies to participants.	
	f. Follow this activity the following day with a class discussion of the experience.	

AGING CURRICULUM FOR SECONDARY SCHOOLS

UNIT V: Attitudes and Aging

THEME: To develop an appreciation of older people as resources of knowledge, experience, skill and ability.

CONCEPT C: People's extended life experiences are valuable to others because they learn from each other.

LEARNER OBJECTIVES	ACTIVITIES	RESOURCES
1) Realize that older people enrich society through the wisdom of their lived experiences and knowledge.	D) a. Listen to recordings. b. Discuss lyrics, melody, and overall impression. c. Decide preferences and give reasons. d. Compose class song or group songs on aging.	Recordings or tapes "Old Friends," Simon and Garfunkel; "Old Folks," Jacques Bril is Alive and Well and Living in Paris; "When I'm 64," The Beatles; "Is That All There Is?" Peggy Lee; "And When I Die," Blood, Sweat, and Tears; "It Was A Very Good Year," Frank Sinatra.
2) Understand gerontological studies and service as a new and interesting vocational possibility.	A) View film "Learning About Aging." (Defines new profession which studies the aging process.) Discuss: a. Do you think you would be interested in choosing this vocation? Why or Why not? b. If appropriate, ask those interested students to check out near-by colleges or universities for degree or certification programs in aging. Check the Minnesota Commission on Aging for information about training in this field. Report to class on findings.	"Learning About Aging" NS1813, color, 13 minutes $12.00, UOM.

LIFE/TIMES INTERVIEW WITH AN OLDER PERSON

Name _____ Age _____ Life Work _____

1. What activities did you do for fun when you were my age?

2. Do you think teenagers have changed much from when you were our age?

3. What was your first job and how much money did you earn?

4. When you were my age, what did you think your life was going to be like and how did it work out?

5. Is there anything you would do differently?

6. What are some of your memories of the Depression?

7. How did you feel about leaving home and starting an adult life?

8. How did World War II affect you?

9. If you raised a family, what advice could you give me about raising a family?

10. Did the relationship with your children change in any way as you got older?

11. What did you expect for your children and how did it work out?

EXTRA INTERVIEW IDEAS

1. Their occupation
2. Their school life
3. Their home town
4. What are their views on current issues?
5. What are their favorite things to do?
6. What is a typical day like for them?
7. What makes them the happiest?
8. What age do they like best?
9. What are their views on what are some of the biggest problems facing the older people today?